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THE INTERESTS OF FOURTH GRADE CHILDREN:
AN INTEREST INVENTORY

by

Tyney Peterson

Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Education

1949

School of Education
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CHAPTER I

INTRODUCTION

STATEMENT OF THE PROBLEM

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PURPOSE OF THE STUDY

SIGNIFICANCE OF THE STUDY

¹Gertrude Gilbreth, Curriculum and Interest Inventory, Elementary
Form, Bureau of Publications, New York Teachers College, Columbia
University, 1936).

²Gertrude Gilbreth, "Interests and Skills at School," Child Study,
1932, June, 1933.

CHAPTER I

INTRODUCTION

STATEMENT OF THE PROBLEM

This is a study to discover the interests of fourth grade children and to seek the relationship between interest and economic background, between interest and sex and between interest and intelligence.

PURPOSE OF THE STUDY

Teachers should know about the interests of their pupils. How to discover them is the question. Hildreth¹ stated that "Successful adjustment of elementary school pupils requires that teachers and advisers have adequate knowledge of the individual pupil's activities and interests in his home and school life."

The purpose of this study is to present one method of discovering pupil interest, a method which will not take too much of the classroom teacher's time. The student will then attempt to discuss interest in relation to economic background, sex and intelligence.

Hildreth² stated her belief that the best way to determine children's interests is by observing their activities during free play. Since it is

¹Gertrude Hildreth, Personality and Interest Inventory, Elementary Form, Bureau of Publications, (New York: Teachers College, Columbia University, 1936).

²Gertrude Hildreth, "Interests and Skills at School," Child Study, 7:262, June, 1930.

impossible for the teacher to observe the activity of every child for twenty-four hours, the next best method of reporting, in the student's opinion, is the interest inventory. Witty¹, however, reminded us that caution must be observed in accepting the child's report of an interest as a reliable indicator.

Bamberger² stated,

Children are interested in various and sundry things. From whence are these interests derived? Where and how do they go from these? It is highly essential for school people to know what these established interests are, and to use such established preferences as a starting point but never necessarily as a goal.

Therefore, by giving well worked out interest inventories to the pupils, the teacher has a good beginning in knowing her individual children.

SIGNIFICANCE OF THE STUDY

The wise teacher will want to know as much about the children in her class room as she possibly can.

Witty,³ in discussing the emphasis on children's interests, said that "Children frequently engage voluntarily and with enthusiasm in activities that have great educational potentialities." He further stated that knowledge of these interests is necessary to the teacher who tries to insure the association of class-room skills with real life demands.

¹Paul Witty, "Some Recent Research in Child Development," Childhood Education, 19:400, May, 1943.

²Florence E. Bamberger, "The Correct Evaluation of Children's Interests," The Elementary English Review, 8:106, May, 1931.

³Witty, op. cit., p. 399.

It is also necessary to try to inspire the children to have the right kind of interests. Witty¹ observed that "Impoverished and meager interests characterize many children in the elementary school and they appear on a correspondingly low level during adolescence."

Neumeyer and Neumeyer² wrote:

One of the great needs in the future will not be to earn a living but to live a life; therefore, the schools must teach the children the profitable use of leisure. Therefore, education (or the curricula) should be so designed as to arouse interests and latent talents and train in skills so that one can develop a hobby, an avocation, or continue to pursue knowledge of interests so that one can use his extra hours.

McKown³ said that the pupil has mental, physical, social, spiritual, emotional, vocational and avocational potentialities which must be discovered, developed and organized if a well-integrated personality is to result.

Rogers⁴ asserted, "Therefore schools must train growing boys and girls for the proper use of leisure which they will have when they become adults."

It is therefore significant for teachers to find out what the interests are. The existing interests may not be good but perhaps the teacher

¹Witty, op. cit., p. 401.

²Martin H. Neumeyer and Esther S. Neumeyer, Leisure and Education (New York: A. S. Barnes and Company, 1936), p. 90.

³Harry C. McKown, Activities in the Elementary School (New York: McGraw-Hill Book Company, Inc., 1938, p. 12.

⁴James E. Rogers, "Avocational Education for the New Day," School and Society, 37: 795, June 24, 1933.

will lead the children into having better ones. The interests discovered by means of an interest inventory might not be absolutely accurate but some information of value will be revealed.

Interests can be utilized by the teacher for motivation in introducing activities in school but as Witty¹ stated, "Teachers must recognize that many interests are transitory or actually unworthy of extension and hence need redirection or replacement."

Segel² asserted that the pupils of the elementary school have not had a chance to develop special interests because they have not experienced them and have no knowledge of many of them. However Segel concluded that, "Since interest and achievement are closely related, interest may be used as an indicator of possible achievement or capacity in those areas where direct evidence is lacking."

He agreed with Witty in that he continued to say, "Too much faith should not be put in interest analyses at this school level because changes in the interests of young children can easily occur."

Sheldon³ after giving an interest test in 1930-31 to children in grades four to eight inclusive in eight Arizona communities, concluded that studies of this sort are only valuable in so far as the teachers use them

¹Witty, op. cit., p. 399.

²David Segel, "The Child's Capacities, Interests and Achievements," The National Elementary Principal - Nineteenth Yearbook, 19:279, July, 1940.

³Donald R. Sheldon, "Children's Interests," Elementary School Journal, 33:214, November, 1932.

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Bogal² asserted that the pupils of the elementary school have not had a chance to develop special interests because they have not experienced them and have no knowledge of many of them. However, Bogal concluded that "Since interest and achievement are closely related, interest may be used as an indicator of possible achievement or, conversely, in those cases where direct evidence is lacking."

He agreed with Witty in that he continued to say, "Too much faith should not be put in interest analysis as this school level because changes in the interests of young children can easily occur."

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¹Witty, op. cit., p. 339.

²David Bogal, "The Child's Capacities, Interests and Achievements," The National Elementary Principal - Minnesota Yearbook, 19:376, July, 1940.

³Donald K. Sheldon, "Children's Interests," Elementary School Journal, 32:214, November, 1932.

to further the aims of education. However, he said, "Some actual knowledge of the child's interest is essential in order that we may better understand the child."

According to Rothney:¹

Among the values which have been attributed to interest inventory results are their value (1) in educational and vocational guidance; (2) in sectioning interest and social groups; (3) in giving individual assignments suited to individual interests; (4) in assisting the adjustment of problem children."

Witty and Kopel,² in discussing the interest inventory noted that the number and kind of play activities in which participation is reported may be a rough index to a child's sociability and to his general maturity level in this worthy related material. The authors³ continued by saying that interests can be of value even though they might not be permanent.

We might conclude this portion by agreeing with Bingham,⁴ who has aptly said:

Interests can be explored and inventoried. They can also be at least roughly measured either directly or indirectly. We usually want to do what we like to do; and we like to do what interests us. Since people tend to find the keenest satisfaction in those activities which challenge their sustained attention, there is abundant reason for canvassing their interests systematically and for helping them to arrive at a clear picture of their affective tendencies.

¹J. W. M. Rothney, "Interests of Public Secondary-School Boys," *Journal of Education*, 28:582, November, 1937.

²Paul Witty and David Kopel, "The Interest Inventory in Directing Children's Reading," *Education*, 59:13, September, 1938.

³Ibid., p. 14.

⁴Walter Van Dyke Bingham, Aptitudes and Aptitude Testing (New York: Harper and Brothers, 1937), p. 61.

to further the aims of education. However, he said, "Some actual knowledge of the child's interest is essential in order that we may better understand the child."

According to Rottnay:¹

Among the values which have been attributed to Interest Inventory results are their value (1) in educational and vocational guidance; (2) in selecting interest and social groups; (3) in giving individual assignments suited to individual interests; (4) in assisting the adjustment of problem children."

Witty and Koppel,² in discussing the Interest Inventory noted that the number and kind of play activities in which participation is reported may be a rough index to a child's sociability and to his general activity level in this worthy related material. The authors³ continued by saying that interests can be of value even though they might not be permanent. We might conclude this portion by agreeing with Stinson⁴ who has aptly said:

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¹J. W. M. Rottnay, "Interests of Public Secondary-School Boys," *Journal of Education*, 35:582, November, 1937.

²Paul Witty and David Koppel, "The Interest Inventory in Dividing Children's Reading," *Education*, 58:13, September, 1938.

³*Ibid.*, p. 14.

⁴Walter Van Dine Stinson, *Guidance and Guidance Testing* (New York: Harper and Brothers, 1937), p. 51.

Bingham¹ also wrote that when a person's interests are measured, his attention is thereby drawn to new possible fields of activity which he might otherwise overlook.

If such a study as this doesn't have any other value, at least it will give the teacher a rather clear picture of the types of interest as well as enthusiasms which children of a certain age or grade level are apt to have.

Outline of the study.

In Chapter II, pertinent background material on interests is presented. The chapter opens with a discussion of the definition of interest.

Chapter III discusses the method of discovering pupil interest by means of the interest inventory.

Chapter IV describes the data collected from this study.

Chapter V summarizes the contents of the thesis and contains the conclusions drawn from it. A few paragraphs are devoted to evaluating such a study as this and its limitations.

A bibliography follows.

The appendix contains a sample of inventory number one and the sources used in preparing the revised inventory.

Immediately following are definitions of the term interest and the material on related studies.

¹Ibid., p. 17.

Singh¹ also wrote that when a person's interests are measured, his attention is thereby drawn to new possible fields of activity which he might otherwise overlook.

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CHAPTER II

REVIEW OF RESEARCH CHILDREN'S INTERESTS

It is the purpose of this chapter to define interests, to give a brief history of the measurement of interests, to discuss interest and environment, with a brief account of interest and behavior immediately following. Interest and its measurement and intelligence. A few concluding remarks close the chapter. While there seems to be much material on interests, the need for further research is obvious.

REVIEW OF RESEARCH

CHILDREN'S INTERESTS

What is an interest? According to the following sources: "An interest is a tendency to become absorbed in an experience and to continue it."

The *Dictionary of Education*¹ gave the following definition of interest: "(1) A subjective-objective attitude, conscious or unconscious involving a concept or an idea is attraction and a combination of intellectual and feeling components, may be temporary or permanent, based on action directly, conditioned by experience."

Binney² said this of interest:

It would be difficult to get a definition of the word 'interest' that would be satisfactory to any large group of educators; yet it would be equally hard to get any discussion of educational problems in which 'interest' was not mentioned.

¹ Oliver Singee, *Attitudes and Attitude Testing* (New York: Harper and Brothers, 1923), p. 22.

² Oliver W. Wood, *Dictionary of Education* (New York: McGraw-Hill Book Company, Inc., 1923), p. 122.

³ A. W. B. Binney, "Interests of Public Secondary-School Boys," *The Journal of Education*, 28:221, December, 1927.

CHAPTER II

REVIEW OF RESEARCH

CHILDREN'S INTERESTS

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It is the purpose of this chapter to define interests, to give a brief history of the measurement of interests, to discuss interest and environment, with a brief comment on interest and behavior immediately following, interest and sex and interest and intelligence. A few concluding remarks close the chapter. While there seems to be much material on interests, the need for further research is necessary.

What is an interest? Bingham¹ defined interest in the following manner: "An interest is a tendency to become absorbed in an experience and to continue it."

The Dictionary of Education² gave the following definition of interest: "1) A subjective-objective attitude, concern or condition involving a percept or an idea in attention and a combination of intellectual and feeling consciousness, may be temporary or permanent, based on native curiosity, conditioned by experience."

Rothney³ said this of interest:

It would be difficult to get a definition of the word 'interest' that would be satisfactory to any large group of educators; yet it would be equally hard to get any discussion of educational practices in which 'interest' was not considered.

¹Walter Bingham, Aptitudes and Aptitude Testing (New York: Harper and Brothers, 1937), p. 62.

²Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 223.

³J. W. M. Rothney, "Interests of Public Secondary-School Boys," The Journal of Education, 28:561, November, 1937.

Sheviakov and Friedberg¹ stated that interests reflect certain basic aims and desires. Interests become the index of emotional tendencies and of the organization of the personality of the individual. Liking and disliking, acceptance and rejection of activities become expressions of the drives and goals within the person, indicating how the individual performs in handling them.

Dewey² gave his definition by saying that:

Genuine interest is the accompaniment of the identification through action, of the self with some object or idea, because of the necessity of that object or idea for the maintenance of a self-initiated activity.

He³ further stated that: "Interest is not some one thing; it is a name for the fact that a course of action, an occupation, or pursuit absorbs the powers of an individual in a thorough-going way."

He also continued to say that genuine interest must have a combination of two things. Material, subject-matter and the right conditions are necessary and certain tendencies, habits and powers are required on the part of self.

Background material on interests. According to Fryer,⁴ the measurement of interests is not more than twenty-nine years old (1920).

¹G. V. Sheviakov and Jean Friedberg, "Use of Interest Inventories for Personality Study," The Journal of Educational Research, 33:694, May, 1940.

²John Dewey, Interest and Effort in Education (Boston: Houghton Mifflin Company, 1913), p. 14.

³Ibid., p. 65.

⁴Douglas Fryer, The Measurement of Interests (New York: Henry Holt and Company, Inc., 1931), p. 16.

Fryer¹ stated in his review of the early thinking on the subject of interests, that the importance of interests in mental life was not recognized by early educators or industrialists. Again he reviewed the thinking of the later educators, such as Fryer, G. Stanley Hall, and others. These began to realize that a child is an individual with a right to be interested in his activities.

Fryer² reported that the idea of predicting future interests from present ones, implying a high degree of permanence, has been over-emphasized.

Investigations of play interests were the earliest studies made, said Fryer.³ These began at the turning of the century with the questionnaire method being used. A printed list of amusements was presented early. Children were also asked to check their favorite games from an extensive list of activities.

Davis and Taylor⁴ made a survey of about one hundred fifty investigations on interests, limiting it to objective studies. They found that the greater number of such investigations were published since 1935. Reading, play, movie, and radio interests, hobbies and collecting, academic and vocational interests were classified.

¹Ibid., p. 443.

²Ibid., p. 17.

³Ibid., p. 313-314.

⁴Robert A. Davis and Hazel E. Taylor, "Significance of Research on Interests for the Classroom Teacher," Educational Administration and Supervision, 29:357-364, September, 1943.

Previous related studies:- Interest and Environment. Woody,¹ in her study of the play activities of children in two schools with contrasting environment drew the following conclusions:

1. The similarities in play of the children in these two schools were greater than their differences.

2. A difference in the family life of one school was reflected in the preference for card and table games. In this school of children from a higher economic level, adults and children often played together, the children trying to attain adult forms of behavior early in life.

3. The low economic level at the other school left children to their own play activities, traditional forms of play being fostered. They were not open to change of pattern.

4. The activities preferred by both schools was a comparatively short list.

5. There was a significant difference in the after school activities of the children of the two schools.

Some implications from Davis' and Taylor's² survey of interest investigations have bearing here. They stated:

1. "The types of play vary with the physical environment and the opportunities for them."

2. "The effect of environment and training has perhaps reduced sex differences in all types of sports."

¹Grace Woody, "Similarities and Differences in the Play Activities of Children in Two Public Schools with Contrasting Environment," Journal of Experimental Education, 7:155-156, December, 1938.

²Davis and Taylor, op. cit., p. 362-363.

Lazar¹ found in her study of reading interests that the bright group had better environmental opportunities than either the average or dull group and that the average group had better opportunities than the dull group. She noted a significant relationship between the socio-economic ratings and the reading material in the home.

Interest and behavior. The student has not attempted to seek the relationship between interest and behavior in this study. An interesting summarization of Hardy's² findings on the study of the out-of-school activities of well-adjusted and poorly adjusted elementary school pupils said:

However, there was no indication that the well-adjusted representatives were either more or less versatile in their play interests; more or less proficient on the playground; nor, that they participated either more or less extensively in forms of organized activities than their less satisfactorily adjusted classmates.

It might be well to observe with Witty and Kopel³ that there is a need for a wise selection of interests since unwholesome and undesirable ones are often selected. Teachers should, therefore, try to guide the children into more worthwhile activities.

Boynton⁴ said in concluding his study:

Apparently it is time for psychologists and educators to stop imposing adult-made schemes upon children, and to recognize that each child is a separate, distinct functioning unit, who to be understood must be studied as an individual sample of a real or artificial social group.

¹May Lazar, "The Reading Interests, Activities and Opportunities of Bright, Average, and Dull Children," Teachers College Record, 39:153, November, 1937.

²Martha Crumpton Hardy, "The Out-of-School Activities of Well-Adjusted and Poorly Adjusted Elementary School Pupils," The Journal of Educational Psychology, 26:457, September, 1935.

³Witty and Kopel, op. cit., p. 441.

⁴Paul L. Boynton, "The Wishes of Elementary School Children," Peabody Journal of Education, 13:174, January, 1936.

Interest and sex. Witty and Kopel¹ analyzed the results of 900 children, (kindergarten to grade eight), selected at random from a school population of 3,400 in Evanston, Illinois. The results were obtained by the Witty and Kopel Diagnostic Child Study Record, Form VI, Pupil Report of Interests and Activities.

They² observed that children of all ages play out doors after school. Almost equal numbers of boys in the various grades did chores, read, and practiced on a musical instrument. The girls reported practicing more often than doing chores and reading. The radio was of the utmost importance in the evening with boys beyond the first grade and reading was second. The girls showed similar preferences in some grades but in other grades the ranks of the two activities were reversed. Attendance at the movies on Saturday was reported by both boys and girls in all grades above the second, with outdoor play ranking second to the movies in these grades. Going to the movies was reported the greatest number of times by third and fourth grade boys. Sunday School occupied first rank in all grades, with church attendance ranking second in grades four to eight. Play ranked high for both sexes at all grade levels. Playing cowboy was best liked by boys in the first four grades and interest in G-men, cops and robbers received the most votes in grade four. Boys in grades one to four enjoyed playing imaginative games. With the fourth grade, the trend of play began to be

¹Paul Witty and David Kopel, "Studies of the Activities and Preferences of School Children, "Educational Administration and Supervision, 24:429-430, September, 1938.

²Ibid, p. 437-438.

toward a more organized type of athletic game, such as basketball and football. Movies were well liked by all girls, the larger number of votes being reported in grades six to eight. Girls in grades one to five enjoyed dressing in older folk's clothing. Skating was first choice in athletic interest. Other activities, with the exception of dancing, were sedentary in type.

The student noted from Holtorf's¹ study that more girls than boys attended church and Sunday School. Boys lost interest in Sunday School before girls did. However, less than 50 per cent of the girls were still going to Sunday School after the eighth grade.

Holtorf's study analyzed the play activities of 1,671 cases in Detroit schools, grades three B through twelve A. The student was interested in her statement that play activities have the shortest grade spans and the majority reach their highest participation by grade four. The social instinct appeared to be stronger in girls than in boys.

In regard to sports, Holtorf² remarked that probably boxing and handball, participated in by great numbers of elementary and intermediate boys, have a different meaning for the third and fourth grade boy than for the ninth grade boy.

¹Evelyn E. Holtorf, "What Pupils Do After School," The Nation's Schools, 30:15, September, 1942.

²Ibid., p. 16.

Interest and intelligence. Davis and Taylor¹ noted some other implications from their survey which have significance here.

They are as follows:-

1. "The nature and extent of interest varies with the degree of intelligence."

2. "Group differences with respect to intelligence, sex, race, grade, however are relatively unimportant in comparison to person to person differences."

Witty and Lehman² made an intensive study in January, 1926, of a small group of fifty children with intelligence quotients of one hundred forty or above, (Stanford Revision of Binet-Simon Test Rating.) Forty-two of these children were from grades three to seven of the public schools of Kansas City, Missouri, and the other eight from neighboring towns. Each gifted child was paired with a mentally average child, (Intelligence quotients 90-110). A study had been made by the writers nine months earlier, with the results of the two studies corroborating each other.

The two writers³ found that the differences between the play activities of gifted girls and average girls and the play activities of gifted boys and average boys were insignificant as the differences were small.

¹Robert A. Davis and Hazel E. Taylor, "Significance of Research on Interests for the Classroom Teacher," Educational Administration and Supervision, 29:359-360, September, 1943.

²Paul A. Witty and Harvey C. Lehman, "The Play Behaviour of Fifty Gifted Children," The Journal of Educational Psychology, 18:259, January, 1927.

³Ibid., p. 260.

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¹Robert A. Davis and Hazel E. Taylor, "Significance of Research on Interests for the Classroom Teacher," Educational Administration and Supervision, 23:359-58, September, 1925.

²Paul A. Witty and Harvey C. Lehman, "The Play Behaviour of Fifty Gifted Children," The Journal of Educational Psychology, 19:253, January, 1927.

³Ibid., p. 260.

They¹ also found that the two groups of widely varying intelligence quotients, when considered as a whole, did not differ in the number of play activities in which they participated. However, the individual differences were conspicuous. A significant difference did appear to exist between the two groups in the kind of activities in which they engaged.

Witty and Lehman² further reported that reading books was the activity best liked by both boys and girls of the gifted group. When reading was eliminated, there was little difference between the groups in regard to best-liked activities. The gifted children had other interests too.

The two writers³ later wrote that the gifted children were found to be more solitary in their play than the average children and that the gifted group tended to avoid certain types of active, physical play.

Boynton and Ford,⁴ in a similar study of over a thousand fifth grade children, located in several city and parish schools of Louisiana, made an analysis of the play activities of the relatively bright and the relatively dull children. They concluded the following:

1. The average bright children were found to spend about forty-five to fifty minutes a day more in play than the average dull children.

¹Ibid., p. 261.

²Ibid., p. 264.

³Harvey C. Lehman and Paul A. Witty, "A Study of Play in Relation to Intelligence," Journal of Applied Psychology, 12:370, August, 1928.

⁴Paul L. Boynton and F. A. Ford, "The Relationship between Play and Intelligence," Journal of Applied Psychology, 17:301, June, 1933.

2. There was no significant difference in the time spent by either group in physical play.

3. The average bright children spent more time in mental recreation than did the average dull children, the difference being about an hour a day.

4. No assumption could be made that knowledge of an individual's intelligence would enable one to predict either the kind or amount of play of the individual or the reverse.

Boynton¹ conducted another study in which he sought the relationship between intelligence and hobby participations. This study involved 4,779 sixth grade boys and girls from 258 schools located in thirty-one states.

He² stated that some hobbies are participated in more often by children of high intelligence than other hobbies; that there are pronounced sex differences in the intelligence-hobby relationship; that when both sexes are considered together, the hobbies of collecting, the playing of musical instruments and reading history, science and biography are most often participated in by those of higher intelligence; that no single hobby is checked consistently by children of lower than average intelligence; that very superior children have a greater variety of and engage in certain kinds of hobbies more often than do very inferior ones; that the child without a hobby is more apt to be a child of lower than average intelligence than is the child with hobbies, this being true particularly of girls.

¹Paul L. Boynton, "Relationship between Children's Tested Intelligence and their Hobby Participations," Journal of Genetic Psychology, 58:354, June, 1941.

²Ibid., p. 362.

Lewis and McGehee¹ made an intensive study on the comparison of the interests of mentally superior and retarded children. They studied a total of 45,000 children (grades four to eight) in 455 schools of 310 communities in thirty-six states. The top 10 per cent and the lowest 10 per cent in intelligence were determined by the Kuhlmann-Anderson Test.

Teachers were asked to check the extra-curricular activities of each child on a list of ten such activities and also to designate which hobbies each child had from a list of twenty-one hobbies.

Some of the findings of these investigators were:

1. Over twice as many superior children played musical instruments than retarded children. Superior economic background might have accounted for some of this.

2. Children of superior mental ability had more reading interests. Dramatics, religious activities, studying, scouting, campfire, club activities and collecting appeared to appeal more to these children.

3. Those in the lower intelligence group were superior to those in the higher intelligence group only in housework, as in the case of the girls, and working (in stores or on the farm), as in the case of the boys.

4. It was highly significant to note that over twelve times as many mentally retarded children as gifted children appeared to have no hobby.

5. The mentally superior children participated to only a slightly greater degree in social activities.

¹W. Drayton Lewis and William McGehee, "A Comparison of the Interests of Mentally Superior and Retarded Children," School and Society, 52:597-600, December 7, 1940.

These writers felt justified in thinking that the schools were failing in their duty to superior children in that these children were not being socialized as much as they should.

CHAPTER III

METHODS AND ADMINISTRATION OF THE LIBRARY PROGRAM

METHOD AND ADMINISTRATION OF THE INTEREST INVENTORY

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An explanation of any measuring instrument is necessary so that the results might be understood. The construction of the interest inventory is given in this chapter.

The writer has been interested in the topic of children's interests on fourth grade level since 1946, when a course was taken with Dr. W. Linwood Chase in Quincy. The student was then introduced to Dean Durrell's¹ Interest Inventory and it became a challenge. At that time an inventory was attempted by the student in an effort to determine what the interests of her particular class were. One hundred seven items were listed in the test and the forty children of the class were asked to mark each item with an L for like, D for dislike, and I for indifferent. This was just a record of preference, not distinguishing between the actual activities in which the children participated and those preferred by them. Three questions were asked at the end of the inventory:- What clubs do you belong to? What do you intend to do for a living? Do you attend Sunday School?

The results of this first attempt were useful for individual help in the class, but are not significant for this study. No further mention need be made.

A second inventory was constructed in 1949. This shall be referred to as Interest Inventory, Number One. Since this problem was not original

¹Donald D. Durrell, Improvement of Basic Reading Abilities (New York: World Book Company, 1940), p. 105.

with the student, other interest inventories were consulted. The list of sources for the final revision is in the Appendix (Appendix B).

A list of 302 items was arranged under the proper group headings. The items were then written down in random order. The group headings were omitted. The children could check the activities in which they took part daily, at least once a week, in season, and at least once a month. Their interest in the activities was to be checked either in the like column, indifferent or dislike columns. Twenty-nine children from this student's class were given the check list on February 11, 1949. It was found that it took about an hour for the children to adequately check each item. It was necessary to read a few of the items for certain children. Some of the items were discussed, as to meaning. A sample of the inventory can be found in the Appendix (Appendix A).

Results:- The column marked 'In Season' did not show any significance. It was decided to omit this column in the revised inventory, for the seasonal aspects of the activities were obvious. The column marked 'At least once a month' did not have any more than seven children marking any of the 302 items. This column was to be left out of the revised version also.

The responses to the 302 items were checked next. It was decided to shorten the inventory somewhat for the instrument seemed too long and cumbersome.

The following items were left out, as they did not appear to have much significance for fourth grade children. Some of the items, such as going to bed, eating, etc., activities necessary to a person's existence, did not have to be considered for participation or preference checking.

Therefore, it was thought best to leave these out in the revised copy.

1. Going to bed
2. Collecting charms
3. Weaving
4. Playing in an orchestra
5. Statuary
6. Crocheting
7. Keeping pets like fish, pigeons, dogs, cats
8. Iron
9. Pulling weeds
10. Eating
11. Feed chickens
12. Making science experiments
13. Go after washing
14. Taking care of baby
15. Club parties
16. Arranging furniture
17. Washing hands and face
18. School parties
19. Metalwork
20. Peel potatoes
21. Reading books about scientists
22. Golf
23. Basketry
24. Pussy wants a corner
25. Knowing the name of any auto on the road
26. Mending
27. Pool
28. Pick greens
29. Chess
30. Sweep floor
31. Pack lunch
32. Night work
33. Mow golf course
34. Making or using a wireless, or other electrical apparatus
35. Work in people's houses
36. Do odd jobs
37. Drop the handkerchief
38. Taking tests
39. Clean bedroom
40. Class parties
41. Cooking
42. Wash clothes
43. Operettas
44. Repairing mechanical things
45. Playing in a band
46. Getting up
47. Work at grocery store
48. Sewing

49. Printing
50. Coasting with wagon
51. Carve
52. Collecting match folders
53. Singing
54. Bridges
55. Signaling
56. Old Maid
57. Bingo
58. Reading about people in other countries

It did not seem necessary to consider the actual data from Inventory Number One since it was just given to one class. A discussion of this will be omitted in the chapter on analysis of data.

Construction of Interest Inventory Number Two:- Four columns were finally selected to check participation of children in their activities and interests. Daily, At least once a week, Sometimes, and Never were chosen to head the four columns. Interest in the activities or preference for the activities was again to be checked by either Like, Indifferent or Dislike.

Rothney¹ stated that:

There is little evidence on which to base a decision, but best results have been obtained by use of the L I D response scheme. The Strong Vocational Interest Blank is probably the best interest test so far developed. The L I D response is used in it.

In the final revision, the number of items was reduced to 244. They were arranged in eighteen groups, but with the group headings omitted. It was felt that such a heading as 'Anti-social activities' would influence the children in their checking of the list. In discussing this with the adviser, it was decided to have the items arranged by groups rather than in a random order, thus facilitating the tabulation.

¹J. W. M. Rothney, "Interests of Public Secondary-School Boys," Journal of Education, 28:568, November, 1937.

- 52. Reading about people in other countries
- 53. Bingo
- 54. Old balls
- 55. Stamping
- 56. Bridges
- 57. Stamping
- 58. Collecting water folders
- 59. Carve
- 60. Coasting with wheels
- 61. Printing

It did not seem necessary to consider the actual data from Inventory Number One since it was just given to one class. A discussion of this will be omitted in the chapter on analysis of data.

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McKenney stated that:

There is little evidence on which to base a decision, but best results have been obtained by use of the I-D response system. The Strong Vocational Interest Blank is probably the best interest test as far developed. The I-D response is used in it.

In the final revision, the number of items was reduced to 244. They were arranged in sixteen groups, but with the group headings omitted. It was felt that such a heading as 'social-social activities' would influence the children in their checking of the list. In discussion with the adviser, it was decided to have the items arranged by groups rather than in a random order, thus facilitating the tabulation.

The group headings and the number of items under each are as follows:

- I. Sports - 14 items
- II. Riding - 7 items
- III. Hobbies - 19 items
- IV. Outdoor Play - 41 items
- V. Indoor Play - 25 items
- VI. Community Activities - 5 items
- VII. Listening Activities - 11 items
- VIII. Church - 4 items
- IX. Collections - 12 items
- X. Trips and Visits - 8 items
- XI. Creative Activities - 7 items
- XII. Anti-social Activities - 6 items
- XIII. Nature - 7 items
- XIV. School - 6 items
- XV. Social Relationships - 10 items
- XVI. Reading - 21 items
- XVII. Miscellaneous - 10 items
- XVIII. After School Activities and Home Activities - 31 items
- Total - 244 items

A sample of the Interest Inventory Number Two follows.

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I.	Sports - 14 items
II.	Riding - 7 items
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XII.	Anti-social Activities - 6 items
XIII.	Nature - 7 items
XIV.	School - 8 items
XV.	Social Relationships - 10 items
XVI.	Reading - 21 items
XVII.	Miscellaneous - 10 items
XVIII.	After School Activities and Home Activities - 21 items
	Total - 244 items

A sample of the Interest Inventory Number Two follows.

Name: _____

Grade: _____

School: _____

Date: _____

I. Q.

M. A.

C. A.

Stan. Achv. Test (Total)

Age Equivalent
Grade Equivalent



Read each item carefully. Then check one of the first four columns (Daily, At least once a week, Sometimes or Never) for each item. Be sure you also check one of the last three columns (Like, Indifferent or Dislike) for each item.

Items	Take Part in				Interest in		
	Daily	At least once a week	Sometimes	Never	Like	Indifferent	Dislike
Swimming							
Skating							
Skiing							
Football							
Basketball							
Fishing							
Hunting							
Boxing							
Hockey							
Track							
Wrestling							
Camping							
Baseball							
Hiking							
Riding A pony							
soap box							
A bicycle							
A horse							
A car							
A wagon							
Riding in An airplane							

10

Items	Take Part In				Interest in		
	Daily	At least once a week	Sometimes	Never	Like	Indifferent	Dislike
Making wooden things like dog houses							
Doing crossword puzzles							
Raising flowers and plants							
Looking at boats and boat models							
Using or making maps							
Paper dolls							
Knitting							
Taking pictures							
Chemistry							
Making airplane models							
Drawing							
Playing musical instruments							
Railroads							
Making an aquarium							
Playing the piano							
Cardboard Construction							
Using a hammer, saw, nails, etc. for fun							
Making a scrapbook							
Cutting paper things with scissors							
Tag							
Hide and seek							

Items	Take Part in				Interest in		
	Daily	At least once a week	Some- times	Never	Like	Indifferent	Dislike
Jacks							
Jumping rope							
Hopscotch							
Marbles							
Croquet							
Cops and robbers							
Tennis							
Soccer							
G-Men							
Handball							
Horseshoes							
Quoits							
Archery							
Rowing							
Sailing							
Canoeing							
Roller Skating							
Playing in sand, snow							
Playing with animals							
Coasting with sled							
Climbing trees							
Playing Indians							
Just playing catch							
Throwing stones							
Hop, skip and jump							

Items	Take Part in				Interest in		
	Daily	At least once a week	Some- times	Never	Like	Indifferent	Dislike
Mud pies							
Running							
Shooting a gun							
Playing cowboys							
Flying kites							
Snowball fights							
Playing with bows and arrows							
Spinning tops							
Rolling a hoop							
Walking on stilts							
Building or watching bonfires							
Building a dam							
Old witch							
London bridge							
Acrobatics							
Bowling							
Playing nurse							
Playing with toys							
Jigsaw puzzle							
Checkers							
Dominoes							
Ping-pong							
Monopoly							
Card games							

Items	Take Part in				Interest in		
	Daily	At least once a week	Some- times	Never	Like	Indifferent	Dislike
Playing with dolls							
Dancing							
Dressing in older folks' clothing							
Playing school							
Playing house							
Doing stunts							
Singing games							
Playing store							
Playing Sunday School							
Playing with pet kittens							
Playing with an indoor ball							
Playing with pet dogs							
Playing fire engine (hook and ladder)							
Playing make-believe games							
Solving puzzles							
Boy Scouts							
Girl Scouts							
Campfire Girls							
Cub Scouts							
Brownies							
To news							
To weather broadcasts							



History with dolls

History in story

History in story

History in story

History in story

History in story

History in story

History in story

History in story

History in story

History in story

History in story

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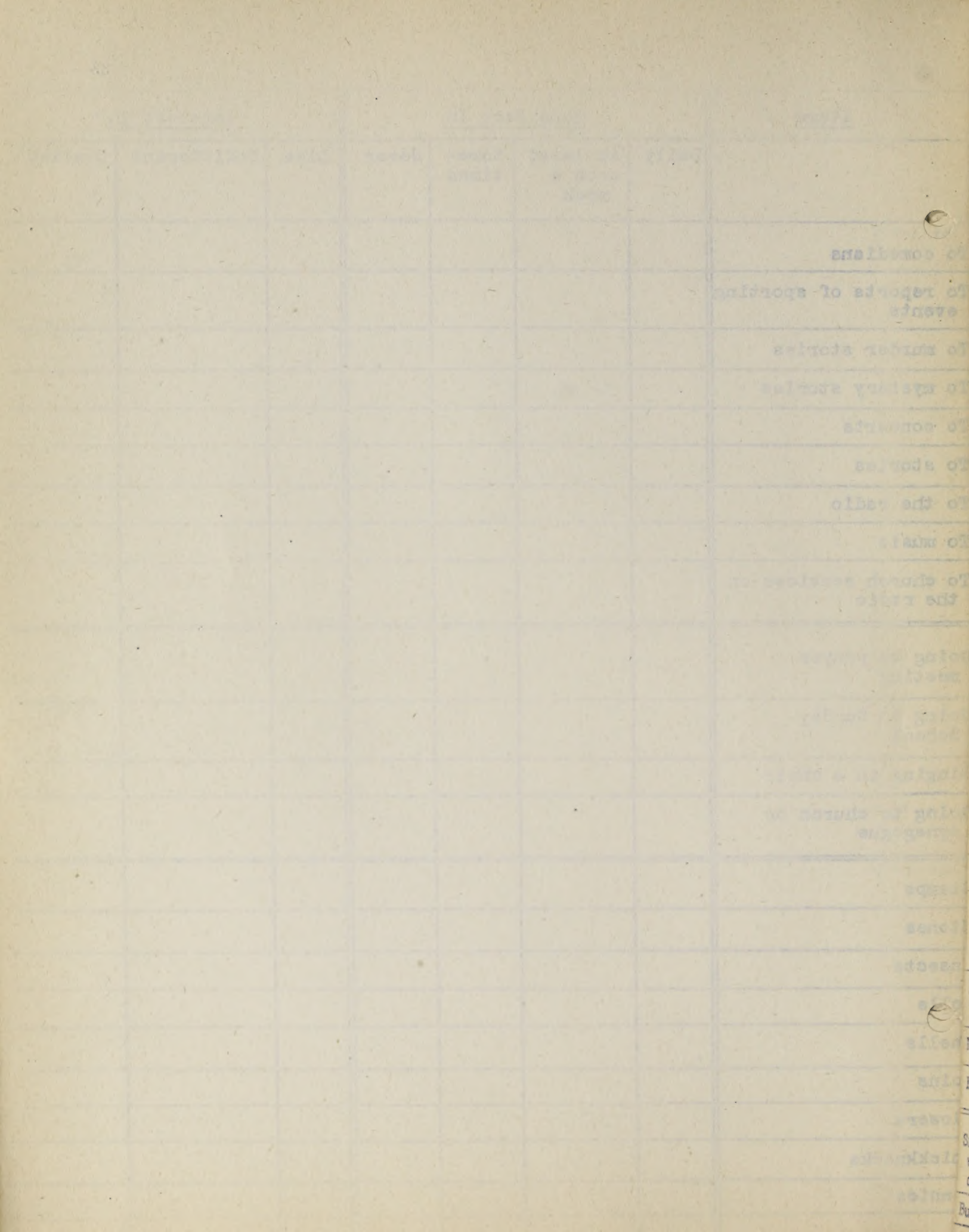
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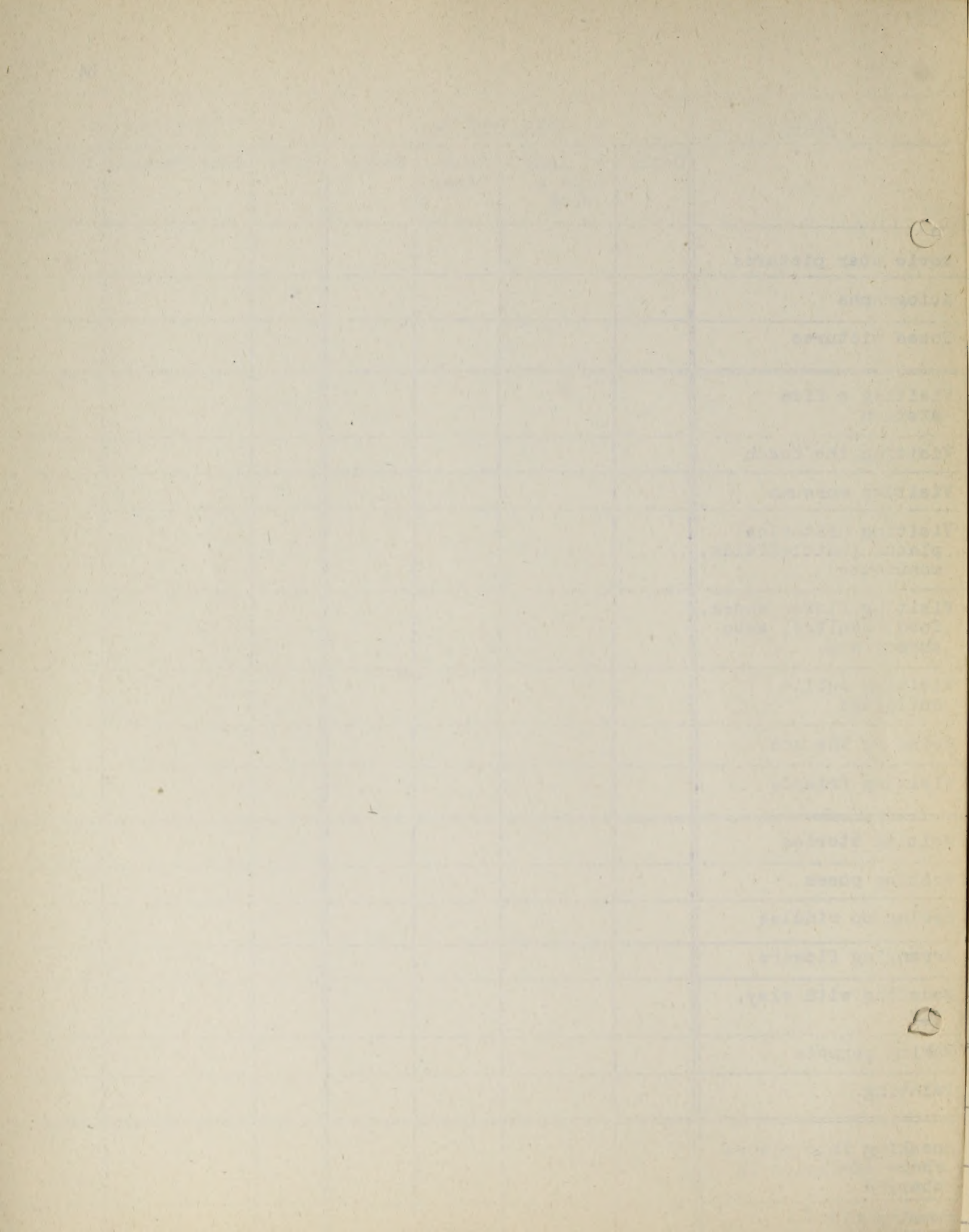


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Items	<u>Take Part in</u>				<u>Interest in</u>		
	Daily	At least once a week	Some- times	Never	Like	Indifferent	Dislike
<i>Listening</i> To comedians							
To reports of sporting events							
To murder stories							
To mystery stories							
To concerts							
To stories							
To the radio							
To music							
To church services on the radio							
Going to prayer meeting							
Going to Sunday School							
Singing in a choir							
Going to church or synagogue							
<i>Collecting</i> Stamps							
Stones							
Insects							
Dolls							
Shells							
Coins							
Flowers							
Knickknacks							
Pennies							

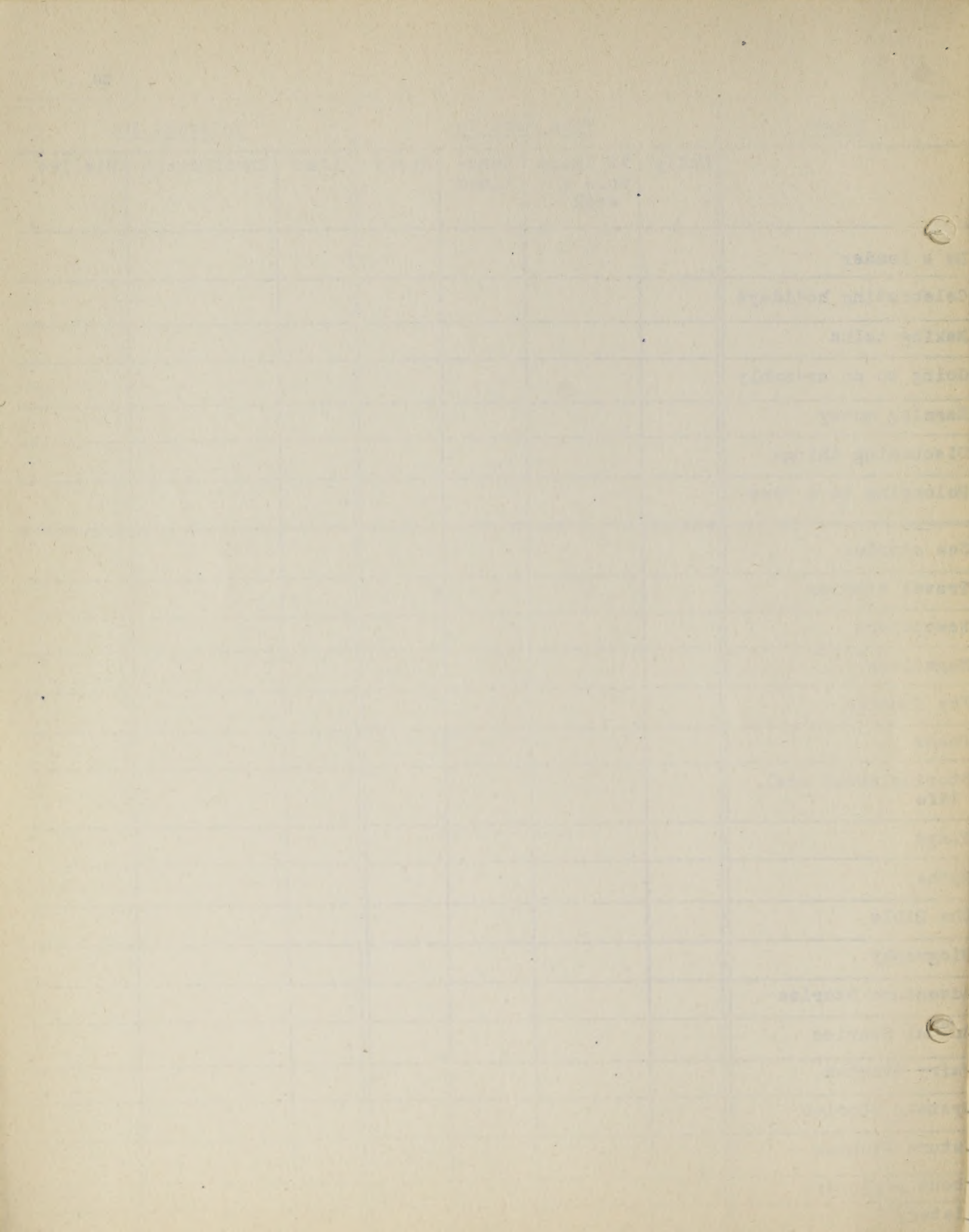


Items	Take Part in				Interest in		
	Daily	At least once a week	Sometimes	Never	Like	Indifferent	Dislike
Movie star pictures							
Autographs							
House pictures							
Visiting a fire station							
Visiting the beach							
Visiting museums							
Visiting historical places (battlefields, monuments)							
Visiting flower shows, food, poultry, auto shows, etc.							
Visiting public buildings							
Going to the zoo							
Visiting friends							
Writing stories							
Writing poems							
Making up riddles							
Arranging flowers							
Modeling with clay,							
Making puppets							
Painting							
Sneaking into places where admission is charged							
Bumming rides							



Items	Take Part in				Interest in		
	Daily	At least once a week	Some- times	Never	Like	Indifferent	Dislike
Fighting with others and gangs							
Teasing girls, scar- ing and annoying							
Playing around the streets at night							
Pinching little things like apples, candy							
Hearing and watching birds							
Watching insects							
Catching snakes							
Studying the stars							
Knowing about trees							
Recognizing flowers							
Watching wild animals							
Helping in school							
Arranging a bulletin board							
Taking part in plays							
Reciting in class							
Offering to recite							
Coming to school							
Borrowing and lending money							
Buying presents for others							
Walking to places like school with a gang							

Items	Take Part In				Interest in		
	Daily	At least once a week	Some- times	Never	Like	Indifferent	Dislike
Be a leader							
Celebrating holidays							
Making talks							
Going to an assembly							
Earning money							
Discussing things							
Belonging to a team							
Sea stories							
Travel stories							
Newspapers							
Magazines							
The funnies							
Poems							
Stories about real life							
Plays							
Myths							
The Bible							
Biography							
Adventure Stories							
Fairy Stories							
Mystery Stories							
Nature Stories							
About explorers							
History							



Items	Take Part in				Interest in		
	Daily	At least once a week	Sometimes	Never	Like	Indifferent	Dislike
Jokes							
Short stories							
Fanciful tales							
Watching men like painters and carpenters at work							
Accepting a dare							
Window shopping							
Watching airplane maneuvers							
Dreaming about future life and work							
Choosing your own clothes							
Imaginary playmates							
Going on picnics							
Just imagining things							
Going to the movies							
Helping mother							
Setting table							
Carrying in fuel							
Washing dishes							
Making a garden							
Running errands							
Cleaning house							
Dusting							
Hanging up clothes							



Items	Take Part in				Interest in		
	Daily	At least once a week	Some- times	Never	Like	Indifferent	Dislike
Cutting wood							
Cleaning the yard							
Mowing grass							
Helping father							
Putting away play- things							
Caring for pets							
Raising rabbits							
Going after milk							
Carrying out fuel							
Having a paper route							
Using electric sweeper							
Chores on Saturday							
Going shopping							
Making beds							
Taking a bath							
Cleaning teeth							
Studying							
Taking care of brothers and sisters							
Making candy							
Sleeping late							
Raiding the ice box							
Taking afternoon naps							

Description of population:- The final tests were to be given to about 300 fourth grade children in Quincy. It was decided to select three fourth grades with children from a higher economic background, three with children from an average economic background and three from a lower economic background. It was not possible to find out the exact socio-economic background of each fourth grade. However, discussions with the Superintendent of Schools in Quincy and the principals of the schools involved, helped the student to select the population for the three groups.

It was hoped to get a least one hundred children for each economic level but because of absence, lack of information about intelligence quotients, etc., the total number of cases was 263 fourth grade children.

The number of boys and girls in each of the given economic groups is given in Chapter IV.

The intelligence quotients as determined by the Otis Alpha Test ranged from 78 to 144 for the total number of cases.

The chronological ages used were the October, 1948, ages. These ages ranged from 6 - 9 to 12 - 0 within the fourth grade.

Evaluation:- The interest items were evaluated on the following bases:-

1. Participation in and preference for interests in relation to economic background.
2. Participation in and preference for interests in relation to sex.
3. Participation for grouped interests in relation to sex.
4. Comparison of activities by participation versus preference.
5. Participation in and preference for interests in relation to intelligence.

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bases:-

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2. Participation in and preference for interests in relation to sex.
3. Participation for grouped interests in relation to sex.
4. Comparison of activities by participation versus preference.
5. Participation in and preference for interests in relation to intelligence.

Administration of the Interest Inventory:- The interest inventory was administered by the teacher of each fourth grade to her class during the month of March, 1949. It was difficult to control the time for the completing of the inventory because of this fact. The time element depended somewhat on the kind of class too.

A sample of the directions for the teacher is given here:-

This is a study to discover the interests of fourth grade children. It is important for any teacher to know the interests in the children's home and school life. However, time is an important element too, and a busy teacher does not have enough of it to personally interview each child. Therefore, the writer has attempted to devise this check list of interests which should not consume too much of the teacher's time.

DIRECTIONS

Please have the children fill in name, grade, school and date only. Read the directions with them. It is necessary to explain that mere liking of an interest does not make it an interest. We want to know if the child has actually participated in it. If not, then, the column Never should be checked. Some of the items are seasonal, such as Swimming, and should be carefully considered. If participation in the summer is daily or once a week, etc., the column should be checked.

Any explanation on the part of the teacher which will further aid the children to give an accurate picture of themselves is helpful.

On page 5, (beginning Playing with dolls) the word Listening was not typed in. The items following are listening activities and continue on page 6. On page 6, the word collecting has been written in, as this was not typed in either.

Perhaps, if the teacher read each item, it might go faster, while the pupils checked. However, this depends on the class.

Administration of the Interest Inventory:- The Interest Inventory

was administered by the teacher of each fourth grade to her class during the month of March, 1943. It was difficult to control the time for the completion of the inventory because of this fact. The time element depended somewhat on the kind of class too.

A sample of the directions for the teacher is given here:-

This is a study to discover the interests of fourth grade children. It is important for any teacher to know the interests in the children's home and school life. However, time is an important element too, and a busy teacher does not have enough of it to personally interview each child. Therefore, the writer has attempted to devise this check list of interests which should not consume too much of the teacher's time.

DIRECTIONS

Please have the children fill in name, grade, school and date only. Read the directions with them. It is necessary to explain that many things of an interest does not make an interest. We want to know if the child has actually participated in it. If not, then the column Never should be checked. Some of the items are seasonal, such as Swimming, and should be carefully considered. If participation in the summer is daily or once a week, etc., the column should be checked.

Any explanation on the part of the teacher which will further aid the children to give an accurate picture of themselves is helpful.

On page 5, (beginning Playing with dolls) the word listening was not typed in. The items following are listening activities and continue on page 6. On page 6, the word collecting has been written in, as this was not typed in either.

Perhaps, if the teacher read each item, it might go faster, while the pupils checked. However, this depends on the class.

A copy of the interest inventory was given to each child. The pupils filled in the blank spaces for their name, grade, school and date. Later, a number was assigned to each name, so that the cases are known only by number.

The investigator was given permission to get the information on chronological ages, mental ages and intelligence quotients from the files of the schools.

After the headings were filled out by the children, their attention was called to the directions at the top of the first page. They were to read each item carefully. They were to check one of the first four columns (Daily, At least once a week, Sometimes or Never) for each item. They were also to check one of the last three columns (Like, Indifferent, or Dislike) for each item.

All the items in all the interest inventories were tabulated by the student.

Summary:- An analysis of why this particular problem was chosen has been given in this chapter. The construction of inventories has been explained. A description of the population and the bases of evaluation were next presented. The administration of the inventory was also briefly mentioned. Certain variables were beyond the control of the investigator since it was impossible for the student to give the inventory to each grade herself, with the exception of her own room.

The analysis of the data derived from the study is described in the following chapter.

A copy of the inventory was given to each child. The parents

filled in the blank spaces for their name, gender, school and date, label,

a number was assigned to each name, so that the names were known only by

number.

The inventory was given to the children in

chronological order, and the children were given the list

of the names.

After the names were listed by the children, their attention

was called to the list of the first four names, they were to

read each item carefully. They were to check one of the first four names

(initial, at least) from each. Examples of items for each item. They were

also to check one of the last four names (initial, last name, or initial)

for each item.

All the items in all the inventories were calculated by the

children.

The results of this inventory were entered in

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CHAPTER IV

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ANALYSIS OF DATA

FROM THE INTEREST INVENTORY

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ANALYSIS OF DATA

In this chapter the following data are considered:

1. The participation and preference of each pupil for each item in the interest inventory in relation to economic background and sex.
2. The twenty most popular activities and the twenty least popular activities of the three economic groups, as judged by participation and preference.
3. The totals of the eighteen interest groups and the most popular activity of each group, as judged by participation.
4. The twenty most popular activities, as judged by participation, compared with preference and the twenty least popular activities, as judged by participation, compared with preference.
5. A comparison of participation of boys with boys of higher and lower intelligence quotients in relation to economic background and age, and a comparison of girls with girls of higher and lower intelligence quotients in relation to economic background and age.

Any number of other kinds of conclusions might be drawn from the amount of data in this type of study.

The numbers of boys and girls in each of the three economic groups is given next.

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1. The participation and preference of each pupil for each item in the interest inventory in relation to economic background and sex.
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3. The totals of the eighteen interest groups and the most popular activity of each group, as judged by participation.
4. The twenty most popular activities, as judged by participation, compared with preference and the twenty least popular activities, as judged by participation, compared with preference.
5. A comparison of participation of boys with boys of higher and lower intelligence quotients in relation to economic background and age, and a comparison of girls with girls of higher and lower intelligence quotients in relation to economic background and age.
6. Any number of other kinds of conclusions might be drawn from the amount of data in this type of study.
7. The number of boys and girls in each of the three economic groups is given next.

TABLE I

Higher Economic Background			Average Economic Background			Low Economic Background		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
*A 10	14	24	D 17	22	39	G 16	12	28
B 16	16	32	E 11	15	26	H 15	17	32
C 15	11	26	F 13	17	30	I 13	13	26
Totals 41	41	82	41	54	95	44	42	86

Total boys - 126

Total girls - 137

Total number of cases - 263

*The letters A to I represent the nine fourth grades in Quincy used in the study.

TABLE I

Higher Economic Background			Average Economic Background			Low Economic Background					
Boys Girls Total			Boys Girls Total			Boys Girls Total					
A	10	14	24	D	17	22	39	G	15	12	28
B	18	16	34	E	11	16	27	H	15	17	32
C	12	11	23	F	13	17	30	I	13	15	28
Totals	41	41	82		41	54	95		44	42	86

Total boys - 128

Total girls - 137

Total number of cases - 265

*The letters A to I represent the nine fourth grades in which used in the study.

In arriving at conclusions, the participations and preferences of the 244 items for each of the 263 pupils were tabulated. The first two columns of the interest inventory, (Daily, and At least once a week) were combined under the title of Most popular activities, as judged by stated participation. The next two columns of the interest inventory (Sometimes and Never) were combined under the title of Least popular activities, as judged by stated participation.

The column marked Like was placed under the title of Most popular activities, as judged by stated preference and the column marked Dislike was considered under the title Least popular activities, as judged by stated preference.

Master charts of the least popular activities, as judged by stated participation and stated preference, are not included in this study.

Each of the 263 pupils had a number. These numbers were placed under the proper titles beside each item on the tabulation sheet. The number of times each item was checked by the cases was then counted and a per cent for each was figured.

The master chart of the most popular activities of fourth grade children, as judged by stated participation in each of the three economic groups, follows.

In arriving at conclusions, the participation and preference of the 244 items for each of the 283 pupils were tabulated. The first two columns of the interest inventory, (Daily, and at least once a week) were combined under the title of most popular activities, as judged by stated participation. The next two columns of the interest inventory (Sometimes and Never) were combined under the title of least popular activities, as judged by stated participation.

The column ranked fifth was placed under the title of most popular activities, as judged by stated preference and the column ranked sixth was considered under the title least popular activities, as judged by stated preference.

Master charts of the least popular activities, as judged by stated participation and stated preference, are not included in this study. Each of the 283 pupils had a number. These numbers were placed under the proper titles beside each item on the tabulation sheet. The number of times each item was checked by the cases was then counted and a per cent for each was figured.

The master chart of the most popular activities of fourth grade children, as judged by stated participation in each of the three economic groups, follows.

MASTER CHART I
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total			
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %			
I. SPORTS																				
1. Swimming	28	68.3	31	75.6	72.0	26	63.4	23	42.6	51.6	25	56.8	26	61.9	59.3	79	62.7	80	58.4	60.5
2. Skating	13	31.7	8	19.5	25.6	11	26.8	16	29.6	28.4	10	22.7	15	35.7	29.1	34	26.8	39	28.5	27.8
3. Sking	12	29.3	4	9.8	19.5	9	22.0	5	9.3	14.7	4	9.1	4	9.5	9.3	25	19.8	13	9.5	14.4
4. Football	17	41.5	2	4.9	23.2	22	53.7	9	16.7	32.6	19	43.2	4	9.5	26.7	58	46.0	15	10.9	27.8
5. Basketball	16	39.0	8	19.5	29.3	23	56.1	7	13.0	31.6	16	36.4	2	4.8	20.9	55	43.7	17	12.4	27.4
6. Fishing	12	29.3	6	14.6	22.0	19	46.3	3	5.6	23.2	8	18.2	5	11.9	15.1	39	31.0	14	10.2	20.2
7. Hunting	7	17.1	0	0	8.5	6	14.6	2	3.7	8.4	1	2.2	0	0	1.2	14	11.1	2	1.5	6.1
8. Boxing	11	26.8	0	0	13.4	20	48.8	2	3.7	23.2	5	11.4	2	4.8	8.1	36	28.6	4	2.9	15.2
9. Hockey	10	24.4	0	0	12.2	12	29.3	5	9.3	17.9	6	13.6	0	0	7.0	28	22.2	5	3.7	12.5
10. Track	9	22.0	5	12.2	17.1	23	56.1	9	16.7	33.7	6	13.6	3	7.1	10.5	38	30.2	17	12.4	20.9
11. Wrestling	11	26.8	2	4.9	15.9	21	51.2	8	14.8	30.5	11	25.0	4	9.5	17.4	43	34.1	14	10.2	21.7
12. Camping	6	14.6	7	17.1	15.9	16	39.0	11	20.4	28.4	7	15.9	1	2.4	9.3	29	23.0	19	13.9	18.3
13. Baseball	28	68.3	4	9.8	39.0	26	63.4	11	20.4	38.9	24	54.6	6	14.3	34.9	78	61.9	21	15.3	37.6
14. Hiking	11	26.8	4	9.8	18.3	14	34.1	10	18.5	25.3	11	25.0	5	11.9	18.6	36	28.6	19	13.9	20.9

MASTER CHAPT I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Higher Economic Background				Average Economic Background				Lower Economic Background				Totals								
Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total				
No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %				
II. RIDING																				
15. A pony	2	4.9	1	2.4	3.7	6	14.6	8	14.8	14.7	2	4.5	3	7.1	5.8	10	7.9	12	8.8	8.4
16. A soap box	6	14.6	0	0	7.3	8	19.5	4	7.4	12.6	0	0	1	2.4	1.2	14	11.1	6	4.4	7.6
17. A bicycle	22	53.7	21	51.2	52.4	27	65.9	31	57.4	61.1	20	45.5	16	38.1	41.9	69	54.8	68	42.3	52.1
18. A horse	10	24.4	3	7.3	15.9	7	17.1	8	14.8	15.8	3	6.8	2	4.8	5.8	20	15.9	13	9.5	12.5
19. In a car	24	58.5	29	70.7	64.6	28	68.3	35	64.9	66.3	26	59.1	24	57.1	58.1	78	61.9	88	64.2	63.1
20. A wagon	10	24.4	1	2.4	13.4	9	22.0	10	18.5	20.0	6	13.6	7	16.7	15.1	25	19.8	18	13.1	16.3
21. In an airplane	2	4.9	0	0	2.4	4	9.8	3	5.6	7.4	0	0	1	2.4	1.2	6	4.8	4	2.9	26.6
III. HOBBIES																				
22. Making wooden things like dog houses	7	17.1	0	0	8.5	10	24.4	5	9.3	15.8	7	15.9	0	0	8.1	24	19.0	5	3.7	11.0
23. Doing cross word puzzles	11	26.8	7	17.1	22.0	11	26.8	16	29.6	28.4	3	6.8	8	19.0	12.8	25	19.8	31	22.6	21.3
24. Raising flowers and plants	8	19.5	10	24.4	22.0	12	29.3	22	40.7	35.8	5	11.4	10	23.8	17.4	25	19.8	42	30.7	25.5
25. Looking at boats and boat models	11	26.8	1	2.4	14.6	19	46.3	7	13.0	27.3	8	18.2	1	2.4	10.5	38	30.2	9	6.6	17.9

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total			
	No. %	No. %	No. %	No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %			
26. Using or making maps	10	24.4	5	12.2	18.3	11	26.8	6	11.1	17.9	5	11.4	2	4.8	8.1	26	20.6	13	9.5	14.8
27. Paper dolls	1	2.4	23	56.1	29.3	0	0	25	46.3	26.3	0	0	11	26.2	12.8	1	.8	59	43.1	22.8
28. Knitting	5	12.2	13	31.7	22.0	0	0	23	42.6	23.2	0	0	10	23.8	11.6	5	4.0	46	33.6	19.4
29. Taking pictures	8	19.5	8	19.5	19.5	13	31.7	11	20.4	25.3	4	9.1	7	16.7	12.8	25	19.8	26	19.0	19.4
30. Chemistry	6	14.6	1	2.4	8.5	5	12.2	2	3.7	7.4	3	6.8	1	2.4	4.7	14	11.1	4	2.9	6.8
31. Making airplane models	10	24.4	0	0	12.2	9	22.0	5	9.3	14.7	5	11.4	0	0	5.8	24	19.0	5	3.7	11.0
32. Drawing	27	65.9	30	73.2	69.5	30	73.2	42	77.8	75.8	26	59.1	30	71.4	65.1	83	65.9	102	74.5	70.4
33. Playing musical instruments	6	14.6	14	34.1	24.4	10	24.4	17	31.5	28.4	10	22.7	2	4.8	14.0	26	20.6	33	24.1	22.4
34. Railroads	11	26.8	1	2.4	14.6	15	36.6	6	11.1	22.1	4	9.1	1	2.4	5.8	30	23.8	8	5.8	14.4
35. Making an aquarium	4	9.8	5	12.2	11.0	7	17.1	9	16.7	16.8	2	4.5	1	2.4	3.5	13	10.3	15	10.9	10.6
36. Playing the piano	6	14.6	19	46.3	30.5	8	19.5	20	37.0	29.5	7	15.9	11	26.2	20.9	21	16.7	50	36.5	27.0
37. Cardboard construction	7	17.1	3	7.3	12.2	10	24.4	6	11.1	16.8	2	4.5	3	7.1	5.8	19	15.1	12	8.8	11.8

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No. %	No. %	No. %	No. %	%	No. %	%	No. %	%	No. %	%	No. %	%	No. %	%	No. %	%			
38. Using a hammer, saw, nails, etc. for fun	19	46.3	3	7.3	26.8	31	75.6	10	18.5	43.2	13	29.5	3	7.1	18.6	63	50.0	16	11.7	30.0
39. Making a scrap-book	8	19.5	11	26.8	23.2	7	17.1	14	25.9	22.1	6	13.6	8	19.0	16.3	21	16.7	33	24.1	20.5
40. Cutting paper things with scissors	11	26.8	18	43.9	35.4	9	22.0	22	40.7	32.6	3	6.8	16	38.1	22.1	23	18.3	56	40.9	30.0
IV OUTDOOR PLAY																				
41. Tag	23	56.1	27	65.9	61.0	27	65.9	35	64.9	65.3	18	40.9	19	45.2	43.0	68	54.0	81	59.1	56.7
42. Hide and seek	17	41.5	20	48.8	45.1	20	48.8	32	59.3	54.7	18	40.9	16	38.1	39.5	55	43.7	68	42.3	46.8
43. Jacks	4	9.8	4	9.8	9.8	2	4.9	15	27.8	17.9	1	2.2	6	14.3	8.1	7	5.6	25	18.2	12.2
44. Jumping rope	4	9.8	23	56.1	32.9	1	2.4	30	55.6	32.6	3	6.8	20	47.6	26.7	8	6.3	73	53.3	30.4
45. Hopscotch	2	4.9	13	31.7	18.3	3	7.3	25	46.3	29.5	3	6.8	16	38.1	22.1	8	6.3	54	39.4	23.6
46. Marbles	10	24.4	11	26.8	25.6	13	31.7	15	27.8	29.5	11	25.0	8	19.0	22.1	34	26.8	34	24.8	25.9
47. Croquet	9	22.0	7	17.1	19.5	9	22.0	12	22.2	22.1	7	15.9	1	2.4	9.3	25	19.8	20	14.6	17.1
48. Cops and robbers	16	39.0	3	7.3	23.2	17	41.5	11	20.4	29.5	11	25.0	3	7.1	16.3	44	34.9	17	12.4	23.2

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total			
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %			
49. Tennis	6	14.6	3	7.3	11.0	6	14.6	11	20.4	17.9	4	9.1	5	11.9	10.5	16	12.7	19	13.9	13.3
50. Soccer	6	14.6	0	0	7.3	9	22.0	6	11.1	15.8	9	20.4	4	9.5	15.1	24	19.0	10	7.3	12.9
51. G-Men	15	36.6	1	2.4	19.5	19	46.3	8	14.8	28.4	9	20.4	1	2.4	11.6	43	34.1	10	7.3	20.2
52. Handball	10	24.4	9	22.0	23.2	15	36.6	18	33.3	34.7	8	18.2	2	4.8	11.6	33	26.2	29	21.2	23.6
53. Horseshoes	9	22.0	6	14.6	18.3	14	34.1	7	13.0	22.1	7	15.9	3	7.1	11.6	30	23.8	16	11.7	17.5
54. Quoits	3	7.3	3	7.3	7.3	4	9.8	2	3.7	6.3	1	2.2	0	0	1.2	8	6.3	5	3.7	4.9
55. Archery	10	24.4	0	0	12.2	9	22.0	7	13.0	16.8	3	6.8	0	0	3.5	22	17.5	7	5.1	11.0
56. Rowing	9	22.0	6	14.6	18.3	13	31.7	17	31.5	31.6	5	11.4	4	9.5	10.5	27	21.4	27	19.7	20.5
57. Sailing	9	22.0	6	14.6	18.3	15	36.6	9	16.7	25.3	4	9.1	3	7.1	8.1	28	22.2	18	13.1	17.1
58. Canoeing	9	22.0	4	9.8	15.9	13	31.7	8	14.8	22.1	3	6.8	0	0	3.5	25	19.8	12	8.8	14.1
59. Roller skating	7	17.1	18	43.9	30.5	9	22.0	37	68.5	48.4	6	13.6	9	21.4	17.4	22	17.5	64	46.7	32.7
60. Playing in sand, snow	15	36.6	19	46.3	41.5	16	39.0	20	37.0	37.9	9	20.4	9	21.4	20.9	40	31.7	48	35.0	25.9
61. Playing with animals	20	48.8	21	51.2	50.0	24	58.5	25	46.3	51.6	15	34.1	19	45.2	39.5	59	46.8	65	47.4	47.1

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Total							
	Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total	Total						
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %						
62. Coasting with sled	7	31.7	21	51.2	34.1	23	56.1	26	48.2	51.6	15	34.1	10	23.8	29.1	45	35.7	57	41.6	38.8
63. Climbing trees	15	36.6	2	4.9	20.7	29	70.7	12	22.2	43.2	16	36.4	8	19.0	27.9	60	47.6	22	16.1	31.2
64. Playing Indians	11	29.3	1	2.4	14.6	18	43.9	9	16.7	28.4	9	20.4	1	2.4	11.6	38	30.2	11	8.0	18.6
65. Just playing catch	20	48.8	13	31.7	40.2	26	63.4	24	44.4	52.6	14	31.8	5	11.9	22.1	60	47.6	42	30.7	38.8
66. Throwing stones	7	17.1	2	4.9	11.0	17	41.5	3	5.6	21.1	7	15.9	1	2.4	9.3	31	24.6	6	4.4	14.1
67. Hop, skip, and jump	9	22.0	15	36.6	29.3	11	26.8	25	46.3	37.9	4	9.1	11	26.2	17.4	24	19.0	51	37.2	28.5
68. Mud pies	2	4.9	3	7.3	6.1	5	12.2	6	11.1	11.6	2	4.5	0	0	2.3	9	7.1	9	6.6	6.9
69. Running	26	63.4	27	65.9	64.6	31	75.6	34	63.0	68.4	26	59.1	22	52.4	55.8	83	65.9	83	60.6	63.1
70. Shooting a gun	15	36.6	2	4.9	20.7	22	53.7	9	16.7	32.6	7	15.9	4	9.5	12.8	44	34.9	15	10.9	22.4
71. Playing cowboys	22	53.7	5	12.2	32.9	22	53.7	12	22.2	35.8	17	38.6	6	14.3	26.7	61	40.5	23	16.8	31.9
72. Flying kites	2	4.9	2	4.9	4.9	11	26.8	7	13.0	18.9	8	18.2	4	9.5	14.0	21	16.7	13	9.5	12.9
73. Snowball fights	13	31.7	7	17.1	24.4	29	70.7	13	24.1	44.2	16	36.4	5	11.9	24.4	58	46.0	25	18.2	31.6
74. Playing with bows, arrows	11	26.8	1	2.4	14.6	20	48.8	4	7.4	25.3	7	15.9	0	0	8.1	38	30.2	5	3.7	12.5

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background						Average Economic Background						Lower Economic Background						Totals		
	Boys			Girls			Total Boys			Girls			Total Boys			Girls			Total		
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	%
75. Spinning tops	9	22.0	5	12.2	17.1	8	19.5	6	11.1	14.7	5	11.4	2	4.8	8.1	22	17.5	13	9.5	13.3	
76. Rolling a hoop	3	7.3	2	4.9	6.1	7	17.1	6	11.1	13.7	3	6.8	3	7.1	7.0	13	10.3	11	8.0	9.1	
77. Walking on stilts	6	14.6	4	9.8	12.2	5	12.2	5	9.3	10.5	3	6.8	1	2.4	4.7	14	11.1	10	7.3	9.1	
78. Building or watching a bonfire	5	12.2	2	4.9	8.5	12	29.3	7	13.0	20.0	5	11.4	3	7.1	9.3	22	17.5	12	8.8	12.9	
79. Building a dam	8	19.5	3	7.3	13.4	16	39.0	5	9.3	22.1	8	18.2	0	0	9.3	32	25.4	8	5.8	15.2	
80. Old witch	4	9.8	7	17.1	13.4	6	14.6	11	20.4	17.9	4	9.1	8	19.0	14.0	14	11.1	26	19.0	15.2	
81. London bridge	4	9.8	9	22.0	15.9	1	2.4	9	16.7	10.5	3	6.8	8	19.0	12.8	8	6.3	26	19.0	12.9	
V. INDOOR PLAY																					
82. Acrobatics	13	31.7	10	24.4	28.0	16	39.0	22	40.7	40.0	5	11.4	11	26.2	18.6	34	26.8	43	31.4	29.3	
83. Bowling	8	19.5	4	9.8	14.6	15	36.6	10	18.5	26.3	4	9.1	4	9.5	9.3	27	21.4	18	13.1	17.1	
84. Playing nurse	0	0	4	9.8	4.9	2	4.9	14	25.9	16.8	1	2.2	5	11.9	7.0	3	2.4	23	16.8	9.9	
85. Playing with toys	20	48.8	22	53.7	51.2	18	43.9	19	35.2	38.9	11	25.0	15	35.7	30.2	49	38.9	56	40.9	39.9	
86. Jigsaw puzzles	8	19.5	11	26.8	23.2	12	29.3	17	31.5	30.5	4	9.1	7	16.7	12.8	24	19.0	35	25.5	22.4	

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background						Average Economic Background						Lower Economic Background						Totals					
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total	
	No.	%	No.	%	%	No.	%	No.	%	No.	%	%	No.	%	No.	%	No.	%	%	No.	%	No.	%	%
87. Checkers	9	22.0	9	22.0	22.0	18	43.9	12	22.2	31.6	8	18.2	6	14.3	16.3	35	27.8	27	19.7	23.6				
88. Dominoes	9	22.0	6	14.6	18.3	14	34.1	7	13.0	22.1	3	6.8	2	4.8	5.8	26	20.6	15	10.9	15.6				
89. Ping-pong	9	22.0	5	12.2	17.1	12	29.3	9	16.7	22.1	3	6.8	5	11.9	9.3	24	19.0	19	13.9	16.3				
90. Monopoly	7	17.1	7	17.1	17.1	13	31.7	18	33.3	32.6	6	13.6	8	19.0	16.3	26	20.6	33	24.1	22.4				
91. Card games	18	43.9	18	43.9	43.9	20	48.8	30	55.6	52.6	13	29.5	12	28.6	29.1	51	40.5	60	43.8	42.2				
92. Playing with dolls	1	2.4	23	56.1	29.3	2	2.4	34	63.0	37.9	1	2.2	16	38.1	19.8	4	3.2	73	53.3	29.3				
93. Dancing	5	12.2	15	36.6	24.4	13	31.7	32	59.3	47.4	1	2.2	11	26.2	14.0	19	15.1	58	42.3	29.3				
94. Dressing in older folks' clothing	2	4.9	7	17.1	11.0	4	9.8	17	31.5	22.1	0	0	7	16.7	8.1	6	4.8	31	22.6	14.1				
95. Playing school	1	2.4	12	39.3	15.9	5	12.2	21	38.9	27.3	2	4.5	9	21.4	12.8	8	6.3	42	30.7	19.0				
96. Playing house	1	2.4	13	31.7	17.1	2	4.9	24	44.4	27.3	0	0	8	19.0	9.3	3	2.4	45	32.8	18.3				
97. Doing stunts	12	29.3	11	26.8	28.0	15	36.6	21	38.9	37.9	5	11.4	7	16.7	14.0	32	25.4	39	28.5	27.0				
98. Singing games	2	4.9	9	22.0	13.4	8	19.5	23	42.6	32.6	3	6.8	7	16.7	11.6	13	10.3	39	28.5	19.8				
99. Playing store	4	9.8	6	14.6	12.2	9	22.0	16	29.6	26.3	2	4.5	7	16.7	10.5	15	11.9	29	21.2	16.7				

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total			
	No. %	No. %	No. %	No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	No. %	No. %	No. %	%		
100. Playing Sunday School	1	2.4	7	17.1	9.8	3	7.3	13	24.1	16.8	0	0	6	14.3	7.0	4	3.2	26	19.0	13.7
101. Playing with pet kittens	10	24.4	12	29.3	26.8	11	26.8	23	42.6	35.8	7	15.9	14	33.3	24.4	28	22.2	49	35.8	29.3
102. Playing withan indoor ball	11	26.8	6	14.6	20.7	14	34.1	21	38.9	36.8	5	11.4	8	19.0	15.1	30	23.8	35	25.5	24.7
103. Playing with pet dogs	16	39.0	16	39.0	39.0	19	51.2	26	48.2	47.4	13	29.5	17	40.5	34.9	48	38.1	59	43.1	40.7
104. Playing fire engine (hook and ladder)	3	7.3	2	4.9	6.1	7	17.1	6	11.1	13.7	0	0	2	4.8	2.3	10	7.9	10	7.3	7.6
105. Playing make-believe games	8	19.5	8	19.5	19.5	10	24.4	15	27.8	26.3	1	2.2	4	9.5	5.8	19	15.1	27	19.7	17.5
106. Solving puzzles	11	26.8	10	24.4	25.6	12	29.3	14	25.9	27.3	6	13.6	3	7.1	10.5	29	23.0	27	19.7	21.3
VI. COMMUNITY ACTIVITIES																				
107. Boy Scouts	4	9.8	0	0	4.9	5	12.2	1	1.9	6.3	5	11.4	0	0	5.8	14	11.1	1	.73	5.7
108. Girl Scouts	1	2.4	8	19.5	11.0	0	0	13	24.1	13.7	0	0	2	4.8	2.3	1	.79	23	16.8	9.1
109. Campfire Girls	1	2.4	2	4.9	3.7	0	0	16	29.6	16.8	0	0	6	14.3	7.0	1	.79	24	17.7	9.5

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No. %	%	No. %	%	No. %	%	No. %	%	No. %	%	No. %	%	No. %	%	No. %	%	No. %	%		
110. Cub Scouts	11	26.8	0	0	13.4	18	43.9	1	1.9	20.0	21	47.7	0	0	24.4	50	39.7	1	.73	19.4
111. Brownies	1	2.4	23	56.1	29.3	0	0	17	31.5	17.9	0	0	5	11.9	5.8	1	.79	45	32.8	17.5
VII. LISTENING ACTIVITIES																				
112. To news	15	36.6	14	34.1	35.4	14	34.1	15	27.8	30.5	12	27.3	14	33.3	30.2	41	32.5	43	31.4	31.9
113. To weather broadcasts	18	43.9	14	34.1	39.0	14	34.1	19	35.2	34.7	14	31.8	15	35.7	33.7	46	36.5	48	35.0	35.7
114. To comedians	21	51.2	28	68.3	59.8	23	56.1	27	50.0	52.6	26	59.1	25	59.5	59.3	70	55.6	80	58.4	43.3
115. To reports of sporting events	21	51.2	6	14.6	32.9	22	53.7	5	9.3	28.4	20	45.5	12	28.6	37.2	63	50.0	23	16.8	32.7
116. To murder stories	21	51.2	15	36.6	43.9	26	63.4	17	31.5	45.3	20	45.5	23	54.8	50.0	67	53.2	55	40.1	46.4
117. To mystery stories	25	61.0	17	41.5	51.2	25	61.0	24	44.4	51.6	20	45.5	20	47.6	46.5	70	55.6	61	44.5	49.8
118. To concerts	4	9.8	7	17.1	13.4	16	39.0	16	29.6	33.7	4	9.1	10	23.8	16.3	24	19.0	33	24.1	21.7
119. To stories	22	53.7	25	61.0	57.3	25	61.0	31	57.4	58.9	22	50.0	23	54.8	52.3	69	54.8	79	57.7	56.3
120. To the radio	28	68.3	23	56.1	62.3	31	75.6	40	74.1	74.7	33	75.0	34	81.0	77.9	92	73.0	97	70.9	71.9

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No. %	No. %	No. %	No. %	%	No. %	%	No. %	%	No. %	%	No. %	%	No. %	%	No. %	%			
121. To music	13	31.7	18	43.9	37.8	20	48.8	31	57.4	53.7	17	38.6	25	59.5	48.8	50	39.7	74	54.0	47.1
122. To church services on the radio	7	17.1	12	29.3	23.2	13	31.7	16	29.6	30.5	9	20.4	14	33.3	26.7	29	23.0	42	30.7	27.0
VIII CHURCH																				
123. Going to prayer meeting	11	26.8	6	14.6	20.7	11	26.8	11	20.4	23.2	8	18.2	8	19.0	18.6	30	23.8	25	18.2	20.9
124. Going to Sunday school	25	61.0	33	80.5	70.7	33	80.5	50	92.6	87.4	32	72.7	33	78.6	75.6	90	71.4	116	84.7	78.3
125. Singing in a choir	5	12.2	8	19.5	15.9	9	22.0	10	18.5	20.0	5	11.4	14	33.3	22.1	19	15.1	32	23.4	19.4
126. Going to church or synagogue	21	51.2	16	39.0	45.1	22	53.7	31	57.4	55.8	22	50.0	22	52.4	51.2	65	51.6	69	50.4	51.0
IX. COLLECTIONS																				
127. Stamps	11	26.8	5	12.2	19.5	15	36.6	5	9.3	21.1	7	15.9	7	16.7	16.3	33	26.2	17	12.4	19.0
128. Stones	6	14.6	5	12.2	13.4	11	26.8	12	22.2	24.2	4	9.1	5	11.9	10.5	21	16.7	22	16.1	16.3
129. Insects	3	7.3	1	2.4	4.9	10	24.4	4	7.4	14.7	3	6.8	0	0	3.5	16	12.7	5	3.7	8.0
130. Dolls	0	0	11	26.8	13.4	2	4.9	12	22.2	14.7	0	0	6	14.3	7.0	2	1.6	29	21.2	11.8

UNITED STATES DEPARTMENT OF AGRICULTURE
BUREAU OF PLANT INDUSTRY
WASHINGTON, D. C.

Plant	Scientific Name	Common Name	Origin	Uses
Apple	Malus domestica	Malus domestica	China	Food, Ornamental
Pear	Pyrus communis	Pyrus communis	China	Food, Ornamental
Quince	Educa domestica	Educa domestica	China	Food, Ornamental
Loquat	Eriobotrya japonica	Eriobotrya japonica	China	Food, Ornamental
Japanese Quince	Educa japonica	Educa japonica	China	Food, Ornamental
Chinese Quince	Educa sinensis	Educa sinensis	China	Food, Ornamental
Japanese Pear	Pyrus ussuriensis	Pyrus ussuriensis	China	Food, Ornamental
Chinese Pear	Pyrus bretschneideri	Pyrus bretschneideri	China	Food, Ornamental
Japanese Apple	Malus baccata	Malus baccata	China	Food, Ornamental
Chinese Apple	Malus asiatica	Malus asiatica	China	Food, Ornamental

1. The above list of plants is compiled from the records of the Bureau of Plant Industry, United States Department of Agriculture, and is intended to give a general idea of the plants which are cultivated in China. It is not intended to be a complete list, and it is possible that some plants may be omitted. The names of the plants are given in both English and Chinese, and the origin of each plant is also given. The uses of the plants are also given, and it is hoped that this list will be of some service to those who are interested in the plants of China.

2. The plants are listed in alphabetical order of their English names. The Chinese names are given in parentheses after the English names. The origin of each plant is given in the third column, and the uses of the plants are given in the fourth column.

3. The plants are listed in the following order: Apple, Pear, Quince, Loquat, Japanese Quince, Chinese Quince, Japanese Pear, Chinese Pear, Japanese Apple, Chinese Apple.

4. The plants are listed in the following order: Apple, Pear, Quince, Loquat, Japanese Quince, Chinese Quince, Japanese Pear, Chinese Pear, Japanese Apple, Chinese Apple.

5. The plants are listed in the following order: Apple, Pear, Quince, Loquat, Japanese Quince, Chinese Quince, Japanese Pear, Chinese Pear, Japanese Apple, Chinese Apple.

6. The plants are listed in the following order: Apple, Pear, Quince, Loquat, Japanese Quince, Chinese Quince, Japanese Pear, Chinese Pear, Japanese Apple, Chinese Apple.

7. The plants are listed in the following order: Apple, Pear, Quince, Loquat, Japanese Quince, Chinese Quince, Japanese Pear, Chinese Pear, Japanese Apple, Chinese Apple.

8. The plants are listed in the following order: Apple, Pear, Quince, Loquat, Japanese Quince, Chinese Quince, Japanese Pear, Chinese Pear, Japanese Apple, Chinese Apple.

9. The plants are listed in the following order: Apple, Pear, Quince, Loquat, Japanese Quince, Chinese Quince, Japanese Pear, Chinese Pear, Japanese Apple, Chinese Apple.

10. The plants are listed in the following order: Apple, Pear, Quince, Loquat, Japanese Quince, Chinese Quince, Japanese Pear, Chinese Pear, Japanese Apple, Chinese Apple.

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals			
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls	
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
131. Shells	7	17.1	10	24.4	20.7	10	24.4	14	25.9	25.3	5	11.4	4	9.5	10.5	22 17.5 28 20.4 19.0
132. Coins	7	17.1	8	19.5	18.3	13	31.7	10	18.5	24.2	10	22.7	7	16.7	19.8	30 23.8 25 18.2 20.9
133. Flowers	7	17.1	8	19.5	18.3	3	7.3	12	22.2	15.8	2	4.5	6	14.3	9.3	12 9.5 26 19.0 14.4
134. Knickknacks	5	12.2	5	12.2	12.2	10	24.4	9	16.7	20.0	1	2.2	3	7.1	4.7	16 12.7 17 12.4 12.5
135. Pennies	11	26.8	10	24.4	25.6	11	26.8	9	16.7	21.1	8	18.2	10	23.8	20.9	30 23.8 29 21.2 22.4
136. Movie star pictures	8	19.5	3	7.3	13.4	20	48.8	18	33.3	40.0	5	11.4	10	23.8	17.4	33 26.2 31 22.6 20.5
137. Autographs	5	12.2	6	14.6	13.4	12	29.3	9	16.7	22.1	2	4.5	2	4.8	4.7	19 15.1 17 12.4 13.7
138. House pictures	3	7.3	1	2.4	4.9	12	29.3	6	11.1	18.9	1	2.2	7	16.7	9.3	16 12.7 14 10.2 11.4
X. TRIPS AND VISITS																
139. Visiting a fire station	7	17.1	2	4.9	11.0	11	26.8	8	14.8	20.0	5	11.4	3	7.1	9.3	23 18.1 13 9.5 13.7
140. Visiting the beach	26	63.4	30	73.2	68.3	19	46.3	25	46.3	46.3	23	52.3	8	19.0	36.0	68 54.0 63 46.0 49.8
141. Visiting museums	3	7.3	4	9.8	8.5	11	26.8	7	13.0	18.9	1	2.2	2	4.8	3.5	15 11.9 13 9.5 10.6

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %			
142. Visiting historical places (battlefields, monuments)	4	9.8	1	2.4	6.1	11	26.8	5	9.3	16.8	1	2.2	5	11.9	7.0	16	12.7	11	8.0	10.3
143. Visiting flower shows, food poultry, auto shows, etc.	2	4.9	0	0	2.4	7	17.1	5	9.3	12.6	0	0	2	4.8	2.3	9	7.1	8	5.8	6.5
144. Visiting public buildings	9	22.0	7	17.1	19.5	8	19.5	8	14.8	16.8	1	2.2	4	9.5	5.8	18	14.3	19	13.9	14.1
145. Going to the zoo	7	17.1	2	4.9	11.0	6	14.6	7	13.0	13.7	0	0	2	4.8	2.3	13	10.3	11	8.0	9.1
146. Visiting friends	20	48.8	24	58.5	53.7	20	48.8	21	38.9	43.2	14	31.8	19	45.2	26.7	54	42.9	64	46.7	44.9
XI. CREATIVE ACTIVITIES																				
147. Writing stories	6	14.6	5	12.2	13.4	9	22.0	8	14.8	17.9	0	0	1	2.4	1.2	15	11.9	14	10.2	11.0
148. Writing poems	6	14.6	3	7.3	11.0	8	19.5	12	22.2	21.1	0	0	2	4.8	2.3	14	11.1	17	12.4	11.8
149. Making up riddles	10	24.4	5	12.2	18.3	9	22.0	13	24.1	23.2	1	2.2	1	2.4	2.3	20	15.9	19	13.9	14.8
150. Arranging flowers	6	14.6	4	9.8	12.2	9	22.0	15	27.8	25.3	2	4.5	4	9.5	7.0	17	13.5	23	16.8	15.2

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MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals			
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls	
	No. %	No. %	No. %	No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %
151. Modeling with clay, etc.	11	26.8	7	17.1	22.0	9	22.0	12	22.2	22.1	2	4.5	3	7.1	5.8	22 16.1 16.7
152. Making puppets	4	9.8	1	2.4	6.1	7	17.1	7	13.0	14.7	1	2.2	1	2.4	2.3	12 9.5 9 6.6 8.0
153. Painting	12	29.3	18	43.9	36.6	21	51.2	24	44.4	47.4	17	38.6	17	40.5	39.5	50 39.7 59 43.1 41.4
XII. ANTI-SOCIAL ACTIVITIES																
154. Sneaking into places where admission is charged	5	12.2	0	0	6.1	12	29.3	3	5.6	15.8	0	0	0	0	17	13.5 3 2.2 7.6
155. Bumping rides	5	12.2	0	0	6.1	6	14.6	1	1.9	7.4	0	0	1	2.4	1.2	11 8.7 2 .73 4.9
156. Fighting with others and gangs	6	14.6	1	2.4	8.5	14	34.1	4	7.4	18.9	5	11.4	1	2.4	7.0	25 19.8 6 4.4 8.0
157. Teasing girls, scaring and annoying	13	31.7	2	4.9	18.3	20	48.8	5	9.3	26.3	9	20.4	2	4.8	12.8	42 33.3 9 6.6 19.4
158. Playing around the streets at night	15	36.6	1	2.4	19.5	7	17.1	4	7.4	11.6	3	6.8	0	0	3.5	25 19.8 5 3.7 11.4
159. Pinching things like apples, candy	7	17.1	2	4.9	11.0	4	9.8	2	3.7	6.3	2	4.5	0	0	2.3	13 10.3 4 2.9 6.5

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total			
	No. %	No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %			
XIII. NATURE																				
160. Hearing and watching birds	14	34.1	12	29.3	31.7	14	34.1	19	35.2	34.7	11	25.0	8	19.0	22.1	39	31.0	39	28.5	29.7
161. Watching insects	8	19.5	3	7.3	13.4	10	24.4	3	5.6	13.7	4	9.1	3	7.1	8.1	22	17.5	9	6.6	11.8
162. Catching snakes	11	26.8	0	0	13.4	10	24.4	2	3.7	12.6	3	6.8	0	0	3.5	24	19.0	2	1.5	9.9
163. Studying the stars	5	12.2	3	7.3	9.8	10	24.4	4	7.4	14.7	3	6.8	2	4.8	5.8	18	14.3	9	6.6	10.3
164. Knowing about trees	8	19.5	1	2.4	11.0	9	22.0	10	18.5	20.0	2	4.5	3	7.1	5.8	19	15.1	14	10.2	12.5
165. Recognizing flowers	6	14.6	6	14.6	14.6	10	24.4	15	27.8	26.3	1	2.2	7	16.7	9.3	17	13.5	28	20.4	17.1
166. Watching wild animals	10	24.4	3	7.3	15.9	12	29.3	8	14.8	21.1	1	2.2	3	7.1	4.7	23	18.3	14	10.2	14.1
XIV. SCHOOL																				
167. Helping in school	12	29.3	10	24.4	26.8	10	24.4	13	24.1	24.2	7	15.9	15	35.7	25.6	29	23.0	38	27.7	25.5
168. Arranging a bulletin board	0	0	1	2.4	1.2	7	17.1	8	14.8	15.8	0	0	3	7.1	3.5	7	5.6	12	8.8	7.2

(beautifol) I TRAVEL BETWAM
 MOBI FORNIA VOLUNTARY AS JACOBED BY BARNED LAMINATION - KONTAR GLEBE

Loteys		Loteys		Loteys		Loteys		Loteys		Loteys		Loteys	
State	State	State	State	State	State	State	State	State	State	State	State	State	State
State	State	State	State	State	State	State	State	State	State	State	State	State	State

BEUTAM .1111
 BWA BEUTAM .091
 BEUTAM BEUTAM

BEUTAM BEUTAM .101

BEUTAM BEUTAM .091

BEUTAM BEUTAM .201

BEUTAM BEUTAM .091

BEUTAM BEUTAM .091

BEUTAM BEUTAM .091

BEUTAM BEUTAM .091

BEUTAM BEUTAM .091

BEUTAM BEUTAM .091

BEUTAM BEUTAM .091

BEUTAM BEUTAM .091

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total			
	No. %	No. %	No. %	No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %			
169. Taking part in plays	2	4.9	2	4.9	4.9	7	17.1	10	18.5	17.9	2	4.5	3	7.1	5.8	11	8.7	15	10.9	9.9
170. Reciting in class	12	29.3	13	31.7	30.5	12	29.3	12	22.2	25.3	3	6.8	8	19.0	12.8	27	21.4	33	24.1	22.8
171. Offering to recite	7	17.1	10	24.4	20.7	9	22.0	12	22.2	22.1	3	6.8	8	19.0	12.8	19	15.1	30	21.9	18.6
172. Going to school	31	75.6	41	100	87.8	33	80.5	48	88.9	85.3	38	86.4	38	90.5	88.4	102	81.0	127	92.7	87.1
XV. SOCIAL RELATIONSHIPS																				
173. Borrowing and lending money	6	14.6	1	2.4	8.5	10	22.0	6	11.1	16.8	0	0	0	0	0	16	12.7	7	5.1	8.7
174. Buying presents for others	9	22.0	7	17.1	19.5	13	31.7	14	25.9	28.4	0	0	4	9.5	4.7	22	17.5	25	18.2	17.9
175. Walking to places like school with a gang	13	31.7	12	29.3	30.5	18	43.9	18	33.3	37.9	13	29.5	6	14.3	22.1	44	34.9	36	26.3	30.4
176. Be a leader	12	29.3	5	12.2	20.7	15	36.6	9	16.7	25.3	4	9.1	2	4.8	7.0	31	24.6	16	11.7	17.9
177. Celebrating holidays	10	24.4	5	12.2	18.3	11	26.8	15	27.8	27.3	1	2.2	2	4.8	3.5	22	17.5	22	16.1	16.7
178. Making talks	8	19.5	4	9.8	14.6	6	14.6	6	11.1	12.6	0	0	3	7.1	3.5	14	11.1	13	9.5	10.3

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No. %	No. %	No. %	No. %	%	No. %	No. %	%	No. %	No. %	%	No. %	No. %	%	No. %	No. %	%			
179. Going to an assembly	7	17.1	5	12.2	14.6	8	19.5	8	14.8	16.8	2	4.5	0	0	2.3	17	13.5	13	9.5	11.4
180. Earning money	18	43.9	13	31.7	37.8	22	53.7	18	33.3	42.1	17	38.6	10	23.8	31.4	57	45.2	41	29.9	37.3
181. Discussing things	11	26.8	9	22.0	24.4	15	36.6	12	22.2	28.4	6	13.6	2	4.8	9.3	32	25.4	23	16.8	20.9
182. Belonging to a team	19	46.3	11	26.8	36.6	23	56.1	18	33.3	43.2	10	22.7	7	16.7	19.8	52	41.3	36	26.3	33.5
XXVI. READING																				
183. Sea stories	12	29.3	6	14.6	22.0	14	34.1	13	24.1	28.4	4	9.1	2	4.8	7.0	30	23.8	21	15.3	19.4
184. Travel stories	12	29.3	8	19.5	24.4	14	34.1	20	37.0	35.8	1	2.2	4	9.5	5.8	27	21.4	32	23.4	22.4
185. Newspapers	20	48.8	25	61.0	54.9	20	48.8	18	33.3	40.0	20	45.5	20	47.6	46.5	60	47.6	63	46.0	46.8
186. Magazines	18	43.9	23	56.1	50.0	20	48.8	18	33.3	40.0	11	25.0	15	35.7	30.2	49	38.9	56	40.9	39.9
187. The funnies	30	73.2	31	75.6	74.4	32	78.0	36	66.7	71.6	27	61.4	31	73.8	67.4	89	70.6	98	71.5	71.1
188. Poems	10	24.4	12	29.3	26.8	13	31.7	12	22.2	26.3	2	4.5	6	14.3	9.3	25	19.8	30	21.9	20.9
189. Stories about real life	19	46.3	10	24.4	35.4	17	41.5	18	33.3	36.8	8	18.2	10	23.8	20.9	44	34.9	38	27.7	31.2
190. Plays	9	22.0	6	14.6	18.3	12	29.3	11	20.4	24.2	5	11.4	7	16.7	14.0	26	20.6	24	17.7	19.0

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background						Average Economic Background						Lower Economic Background						Totals	
	Boys			Girls			Total			Boys			Girls			Total			Boys	
	No. %	No. %	No. %	No. %	No. %	No. %	%	No. %	%	No. %	%	No. %	%	No. %	%	No. %	%	No. %	No. %	No. %
191. Myths	10	24.4	4	9.8	17.1	11	26.8	8	14.8	20.0	1	2.2	3	7.1	4.7	22	17.5	15	10.9	14.1
192. The Bible	14	34.1	18	43.9	39.0	16	39.0	27	50.0	45.3	14	31.8	18	42.9	37.2	44	34.9	63	46.0	40.7
193. Biography	8	19.5	6	14.6	17.1	13	31.7	10	18.5	24.2	2	4.5	2	4.8	4.7	23	18.3	18	13.1	15.6
194. Adventure stories	19	46.3	12	29.3	37.8	22	53.7	20	37.0	44.2	11	25.0	8	19.0	22.1	52	41.3	40	29.2	35.6
195. Animal stories	12	29.3	11	26.8	28.0	15	36.6	16	29.6	32.6	7	15.9	7	16.7	16.3	34	26.8	34	24.8	25.9
196. Fairy stories	10	24.4	16	39.0	31.7	11	26.8	23	42.6	35.8	4	9.1	7	16.7	12.8	25	19.8	46	33.6	27.0
197. Mystery stories	15	36.6	11	26.8	31.7	21	51.2	19	35.2	42.1	8	18.2	11	26.2	22.1	44	34.9	41	29.9	32.3
198. Nature stories	12	29.3	8	19.5	24.4	16	39.0	17	31.5	34.7	7	15.9	6	14.3	15.1	35	27.8	31	22.6	26.1
199. About explorers	14	34.1	7	17.1	25.6	17	41.5	10	18.5	28.4	6	13.6	4	9.5	11.6	37	29.4	21	15.3	22.1
200. History	13	31.7	13	31.7	31.7	19	46.3	18	33.3	38.9	9	20.4	11	26.2	23.3	41	32.5	42	30.7	31.6
201. Jokes	18	43.9	19	46.3	45.1	25	61.0	29	53.7	56.8	12	27.3	10	23.8	25.6	55	43.7	58	42.3	43.0
202. Short stories	12	29.3	17	41.5	35.4	23	56.1	26	48.2	51.6	10	22.7	9	21.4	22.1	45	35.7	52	38.0	36.9
203. Fanciful tales	11	26.8	9	22.0	24.4	14	34.1	20	37.0	35.8	2	4.5	5	11.9	8.1	27	21.4	34	24.8	23.2

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals			
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls	
	No. %	No. %	No. %	No. %	%	No. %	No. %	%	No. %	No. %	%	No. %	No. %	No. %	No. %	%
XVII. MISCELLANEOUS																
204. Watching men like painters and carpenters at work	10 24.4	8 19.5	22.0 20	48.8 14	25.9 35.8	9 20.4	5 11.9	16.3 39	31.0 27	19.7 25.1						
205. Accepting a dare	7 17.1	0 0	8.5 15	36.6 9	16.7 25.3	6 13.6	0 0	7.0 28	22.2 9	6.6 14.1						
206. Window shopping	8 19.5	8 19.5	19.5 12	29.3 17	31.5 30.5	6 13.6	7 16.7	15.1 26	20.6 32	23.4 22.1						
207. Watching air-plane maneuvers	8 19.5	8 19.5	19.5 15	36.6 10	18.5 26.3	6 13.6	2 4.8	9.3 29	23.0 20	14.6 18.6						
208. Dreaming about future life and work	13 31.7	9 22.0	26.8 20	48.8 17	31.5 38.9	8 18.2	4 9.5	14.0 41	32.5 30	21.9 27.0						
209. Choosing your own clothes	11 26.8	7 17.1	22.0 13	31.7 11	20.4 25.3	8 18.2	4 9.5	14.0 32	25.4 22	16.1 20.5						
210. Imaginary playmates	9 22.0	5 12.2	17.1 13	31.7 12	22.2 26.3	4 9.1	5 11.9	10.5 26	20.6 22	16.1 18.3						
211. Going on picnics	6 14.6	8 19.5	17.1 11	26.8 15	27.8 27.3	5 11.4	5 11.9	11.6 22	17.5 28	20.4 19.0						
212. Just imagining things	12 29.3	11 26.8	28.0 14	34.1 17	31.5 32.6	4 9.1	2 4.8	7.0 30	23.8 30	21.9 22.8						

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals			
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
213. Going to the movies	21	51.2	15	36.6	43.9	24	58.5	26	48.2	52.6	21	47.7	19	45.2	46.5	66
XVIII. AFTER SCHOOL AND HOME ACTIVITIES																
214. Helping mother	20	48.8	24	58.5	53.7	27	65.9	38	70.4	68.4	22	50.0	20	47.6	48.8	69
215. Setting table	13	31.7	25	61.0	46.3	19	46.3	35	64.9	56.8	17	38.6	20	47.6	43.0	49
216. Carrying in fuel	6	14.6	5	12.2	13.4	12	29.3	6	11.1	18.9	11	25.0	3	7.1	16.3	29
217. Washing dishes	12	29.3	20	48.8	39.0	19	46.3	34	63.0	55.8	15	34.1	21	50.0	41.9	46
218. Making a garden	7	17.1	11	26.8	22.0	11	26.8	11	20.4	23.2	6	13.6	5	11.9	12.8	24
219. Running errands	17	41.5	23	56.1	48.8	24	58.5	32	59.3	58.9	19	43.2	23	54.8	48.8	60
220. Cleaning house	10	24.4	11	26.8	25.6	14	34.1	26	48.2	42.1	10	22.7	16	38.1	30.2	34
221. Dusting	6	14.6	13	31.7	23.2	12	29.3	26	48.2	40.0	7	15.9	11	26.2	20.9	25
222. Hanging up clothes	11	26.8	20	48.8	37.8	13	31.7	29	53.7	44.2	12	27.3	16	38.1	32.5	36
223. Cutting wood	10	24.4	3	7.3	15.9	18	43.9	5	9.3	24.2	3	6.8	0	0	3.5	31
224. Cleaning the yard	11	26.8	6	14.6	20.7	14	34.1	13	24.1	28.4	13	29.5	4	9.5	19.8	38

MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No.	%	No.	%	%	No.	%	No.	%	%	No.	%	%	No.	%	%	No.	%		
225. Mowing grass	12	29.3	10	24.4	26.8	15	36.6	9	16.7	25.3	11	25.0	3	7.1	16.3	38	30.2	22	16.1	22.8
226. Helping father	19	46.3	11	26.8	36.6	22	53.7	19	35.2	43.2	13	29.5	12	28.6	29.1	54	42.9	42	30.7	36.5
227. Putting away playthings	18	43.9	14	34.1	39.0	24	58.5	36	66.7	63.2	18	40.9	17	40.5	40.7	60	47.6	67	48.9	48.3
228. Caring for pets	17	41.5	19	46.3	43.9	22	53.7	25	46.3	49.5	19	43.2	16	38.1	40.7	58	46.0	60	43.8	44.9
229. Raising rabbits	2	4.9	2	4.9	4.9	5	12.2	6	11.1	11.6	1	2.2	3	7.1	4.7	8	6.3	11	8.0	7.2
230. Going after milk	11	26.8	7	17.1	22.0	17	41.5	18	33.3	36.8	16	36.4	9	21.4	29.1	44	34.9	34	24.8	29.7
231. Carrying out fuel	7	17.1	2	4.9	11.0	14	34.1	7	13.0	22.1	6	13.6	2	4.8	9.3	27	21.4	11	8.0	14.4
232. Having a paper route	5	12.2	1	2.4	7.3	9	22.0	4	7.4	12.7	5	11.4	0	0	5.8	19	15.1	5	3.7	9.1
233. Using electric sweeper	6	14.6	6	14.6	14.6	12	29.3	12	22.2	25.3	4	9.1	4	9.5	9.3	22	17.5	22	16.1	16.7
234. Chores on Saturday	16	39.0	11	26.8	32.9	23	56.1	27	50.0	52.6	10	22.7	12	28.6	25.6	49	38.9	50	36.5	37.6
235. Going shopping	9	22.0	12	29.3	25.6	17	41.5	22	40.7	41.1	8	18.2	19	45.2	31.4	34	26.8	53	38.7	33.1
236. Making beds	8	19.5	17	41.5	30.5	17	41.5	27	50.0	46.3	11	25.0	17	40.5	32.5	36	28.6	61	44.5	36.9

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Date		1938		1939		1940		1941		1942		1943		1944		1945		1946		1947		1948		1949		1950		1951		1952		1953		1954		1955		1956		1957		1958		1959		1960		1961		1962		1963		1964		1965		1966		1967		1968		1969		1970		1971		1972		1973		1974		1975		1976		1977		1978		1979		1980		1981		1982		1983		1984		1985		1986		1987		1988		1989		1990		1991		1992		1993		1994		1995		1996		1997		1998		1999		2000		2001		2002		2003		2004		2005		2006		2007		2008		2009		2010		2011		2012		2013		2014		2015		2016		2017		2018		2019		2020		2021		2022		2023		2024		2025		2026		2027		2028		2029		2030		2031		2032		2033		2034		2035		2036		2037		2038		2039		2040		2041		2042		2043		2044		2045		2046		2047		2048		2049		2050		2051		2052		2053		2054		2055		2056		2057		2058		2059		2060		2061		2062		2063		2064		2065		2066		2067		2068		2069		2070		2071		2072		2073		2074		2075		2076		2077		2078		2079		2080		2081		2082		2083		2084		2085		2086		2087		2088		2089		2090		2091		2092		2093		2094		2095		2096		2097		2098		2099		2100		2101		2102		2103		2104		2105		2106		2107		2108		2109		2110		2111		2112		2113		2114		2115		2116		2117		2118		2119		2120		2121		2122		2123		2124		2125		2126		2127		2128		2129		2130		2131		2132		2133		2134		2135		2136		2137		2138		2139		2140		2141		2142		2143		2144		2145		2146		2147		2148		2149		2150		2151		2152		2153		2154		2155		2156		2157		2158		2159		2160		2161		2162		2163		2164		2165		2166		2167		2168		2169		2170		2171		2172		2173		2174		2175		2176		2177		2178		2179		2180		2181		2182		2183		2184		2185		2186		2187		2188		2189		2190		2191		2192		2193		2194		2195		2196		2197		2198		2199		2200		2201		2202		2203		2204		2205		2206		2207		2208		2209		2210		2211		2212		2213		2214		2215		2216		2217		2218		2219		2220		2221		2222		2223		2224		2225		2226		2227		2228		2229		2230		2231		2232		2233		2234		2235		2236		2237		2238		2239		2240		2241		2242		2243		2244		2245		2246		2247		2248		2249		2250		2251		2252		2253		2254		2255		2256		2257		2258		2259		2260		2261		2262		2263		2264		2265		2266		2267		2268		2269		2270		2271		2272		2273		2274		2275		2276		2277		2278		2279		2280		2281		2282		2283		2284		2285		2286		2287		2288		2289		2290		2291		2292		2293		2294		2295		2296		2297		2298		2299		2300		2301		2302		2303		2304		2305		2306		2307		2308		2309		2310		2311		2312		2313		2314		2315		2316		2317		2318		2319		2320		2321		2322		2323		2324		2325		2326		2327		2328		2329		2330		2331		2332		2333		2334		2335		2336		2337		2338		2339		2340		2341		2342		2343		2344		2345		2346		2347		2348		2349		2350		2351		2352		2353		2354		2355		2356		2357		2358		2359		2360		2361		2362		2363		2364		2365		2366		2367		2368		2369		2370		2371		2372		2373		2374		2375		2376		2377		2378		2379		2380		2381		2382		2383		2384		2385		2386		2387		2388		2389		2390		2391		2392		2393		2394		2395		2396		2397		2398		2399		2400		2401		2402		2403		2404		2405		2406		2407		2408		2409		2410		2411		2412		2413		2414		2415		2416		2417		2418		2419		2420		2421		2422		2423		2424		2425		2426		2427		2428		2429		2430		2431		2432		2433		2434		2435		2436		2437		2438		2439		2440		2441		2442		2443		2444		2445		2446		2447		2448		2449		2450		2451		2452		2453		2454		2455		2456		2457		2458		2459		2460		2461		2462		2463		2464		2465		2466		2467		2468		2469		2470		2471		2472		2473		2474		2475		2476		2477		2478		2479		2480		2481		2482		2483		2484		2485		2486		2487		2488		2489		2490		2491		2492		2493		2494		2495		2496		2497		2498		2499		2500		2501		2502		2503		2504		2505		2506		2507		2508		2509		2510		2511		2512		2513		2514		2515		2516		2517		2518		2519		2520		2521		2522		2523		2524		2525		2526		2527		2528		2529		2530		2531		2532		2533		2534		2535		2536		2537		2538		2539		2540		2541		2542		2543		2544		2545		2546		2547		2548		2549		2550		2551		2552		2553		2554		2555		2556		2557		2558		2559		2560		2561		2562		2563		2564		2565		2566		2567		2568		2569		2570		2571		2572		2573		2574		2575		2576		2577		2578		2579		2580		2581		2582		2583		2584		2585		2586		2587		2588		2589		2590		2591		2592		2593		2594		2595		2596		2597		2598		2599		2600		2601		2602		2603		2604		2605		2606		2607		2608		2609		2610		2611		2612		2613		2614		2615		2616		2617		2618		2619		2620		2621		2622		2623		2624		2625		2626		2627		2628		2629		2630		2631		2632		2633		2634		2635		2636		2637		2638		2639		2640		2641		2642		2643		2644		2645		2646		2647		2648		2649		2650		2651		2652		2653		2654		2655		2656		2657		2658		2659		2660		2661		2662		2663		2664		2665		2666		2667		2668		2669		2670		2671		2672		2673		2674		2675		2676		2677		2678		2679		2680		2681		2682		2683		2684		2685		2686		2687		2688		2689		2690		2691		2692		2693		2694		2695		2696		2697		2698		2699		2700		2701		2702		2703		2704		2705		2706		2707		2708		2709		2710		2711		2712		2713		2714		2715		2716		2717		2718		2719		2720		2721		2722		2723		2724		2725		2726		2727		2728		2729		2730		2731		2732		2733		2734		2735		2736		2737		2738		2739		2740		2741		2742		2743		2744		2745		2746		2747		2748		2749		2750		2751		2752		2753		2754		2755		2756		2757		2758		2759		2760		2761		2762		2763		2764		2765		2766		2767		2768		2769		27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MASTER CHART I (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No. %	No. %	No. %	No. %	%	No. %	No. %	No. %	No. %	%	No. %	No. %	%	No. %	No. %	%	No. %	%		
2237. Taking a bath	27	65.9	34	82.9	74.4	29	70.7	44	81.5	76.8	32	72.7	28	66.7	69.8	88	69.8	106	77.4	73.8
2238. Cleaning teeth	22	53.7	33	80.5	67.1	30	73.2	47	87.0	81.1	32	72.7	31	73.8	73.3	84	66.7	111	81.0	74.1
2239. Studying	23	56.1	19	46.3	51.2	30	73.2	38	70.4	71.6	22	50.0	22	52.4	51.2	75	59.5	79	57.7	58.6
2240. Taking care of brothers and sisters	9	22.0	11	26.8	24.4	12	29.3	22	40.7	35.8	7	15.9	14	33.3	24.4	28	22.2	47	34.3	28.5
2241. Making candy	5	12.2	4	9.8	11.0	11	26.8	8	14.8	20.0	2	4.5	3	7.1	5.8	18	14.3	15	10.9	12.5
2242. Sleeping late	12	29.3	16	39.0	34.1	15	36.6	12	22.2	28.4	3	6.8	2	4.8	5.8	30	23.8	30	21.9	22.8
2243. Raiding the ice box	12	29.3	6	14.6	22.0	20	48.8	9	16.7	30.5	5	11.4	4	9.5	10.5	37	29.4	19	13.9	21.3
2244. Taking after- noon naps	3	7.3	3	7.3	7.3	5	12.2	6	11.1	11.6	1	2.2	0	0	1.2	9	7.1	9	6.6	6.9

TABLE II

THE TWENTY MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION,
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE BOYS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Boys %	Items	Boys %	Items	Boys %
1. Reading funnies	73.2	1. Going to Sunday School	80.5	1. Listening to the radio	75.0
2. Swimming	68.3	2. Reading funnies	78.0	2. Going to Sunday School	72.7
3. Baseball	68.3	3. Listening to the radio	75.6	3. Reading funnies	61.4
4. Listening to radio	68.3	4. Using a hammer, saw, nails, etc. for fun	75.6	4. Riding in a car	59.1
5. Drawing	68.3	5. Running	75.6	5. Drawing	59.1
6. Visiting the beach	63.4	6. Drawing	73.2	6. Running	59.1
7. Running	63.4	7. Studying	73.2	7. Listening to comedians	59.1
8. Listening to mystery stories	61.0	8. Climbing trees	70.7	8. Swimming	56.8
9. Going to Sunday School	61.0	9. Snowball fights	70.7	9. Baseball	54.6
10. Riding in a car	58.5	10. Riding a bicycle	68.3	10. Visiting the beach	52.3
11. Tag	56.1	11. Tag	65.9	11. Listening to stories	50.0
12. Studying	56.1	12. Helping mother	65.9	12. Going to church or synagogue	50.0
13. Riding a bicycle	53.7	13. Swimming	63.4	13. Helping mother	50.0
14. Playing cowboys	53.7	14. Baseball	63.4	14. Studying	50.0
15. Listening to stories	53.7	15. Listening to murder stories	63.4	15. Cub Scouts	47.7
16. Listening to murder stories	51.2	16. Listening to mystery stories	61.0	16. Going to the movies	47.7
17. Listening to reports of sporting events	51.2	17. Listening to stories	61.0	17. Listening to reports of sporting events	45.5
18. Listening to comedians	51.2	18. Reading jokes	61.0	18. Listening to murder stories	45.5
19. Going to church or synagogue	51.2	19. Going to the movies	58.5	19. Listening to mystery stories	45.5
20. Going to the movies	51.2	20. Running errands	58.5	20. Reading news-papers	45.5

Table II was derived from Master Chart I. The column marked Boys in each of the three economic groups was checked to discover the twenty activities or interests that had the highest per cent of boys participating.

It can be noted that reading the funnies is high in each of the three groups. Swimming and baseball are not quite as high in the lower economic group as in the other two groups. Listening to the radio has the greatest number of boys in the average group with the lower economic group just about as high. Drawing is the most popular hobby in the average economic group with almost as many participating in the higher economic group. Going to Sunday School has the greatest number in the average economic group. It might be concluded that in all activities the average group has the highest per cents of children participating. Listening activities have replaced reading activities in the lower economic group as well as in the other two groups.

TABLE III

THE TWENTY MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION,
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE GIRLS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Girls %	Items	Girls %	Items	Girls %
1.Going to Sunday School	80.5	1.Going to Sunday School	92.6	1.Listening to the radio	81.0
2.Swimming	75.6	2.Drawing	77.8	2.Going to Sunday School	78.0
3.Reading funnies	75.6	3.Listening to the radio	74.1	3.Reading the funnies	73.8
4.Drawing	73.2	4.Helping mother	70.4	4.Drawing	71.4
5.Visiting the beach	73.2	5.Studying	70.4	5.Swimming	61.9
6.Riding in a car	70.7	6.Roller Skating	68.5	6.Listening to comedians	59.5
7.Listening to comedians	68.3	7.Reading funnies	66.7	7.Listening to music	59.5
8.Running	65.9	8.Putting away playthings	66.7	8.Riding in a car	57.1
9.Tag	65.9	9.Setting table	64.9	9.Listening to murder stories	54.8
10.Reading news-papers	61.0	10.Riding in a car	64.9	10.Listening to stories	54.8
11.Setting table	61.0	11.Tag	64.9	11.Running errands	54.8
12.Listening to stories	61.0	12.Running	63.0	12.Studying	52.4
13.Visiting friends	58.5	13.Playing with dolls	63.0	13.Running	52.4
14.Helping mother	58.5	14.Washing dishes	63.0	14.Listening to mystery stories	47.6
15.Brownies	56.1	15.Hide and seek	59.3	15.Helping mother	47.6
16.Playing with dolls	56.1	16.Dancing	59.3	16.Setting table	47.6
17.Running errands	56.1	17.Running errands	59.3	17.Reading news-papers	47.6
18.Paper dolls	56.1	18.Listening to music	57.4	18.Visiting friends	45.2
19.Jumping rope	56.1	19.Riding a bicycle	57.4	19.Going to the movies	45.2
20.Reading magazines	56.1	20.Jumping rope	55.6	20.Going shopping	45.2

TABLE III

THE TWENTY MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION,
OF THE THREE ECONOMIC GROUPS

YOUTH GRADE GIRLS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Girls	Items	Girls	Items	Girls
1. Going to Sunday School	83.8	1. Going to Sunday School	92.8	1. Listening to the radio	81.0
2. Swimming	78.8	2. Drawing	77.8	2. Going to Sunday School	78.0
3. Reading comics	73.8	3. Listening to the radio	74.1	3. Reading the Times	73.8
4. Visiting the beach	73.2	4. Helping mother	70.4	4. Drawing	71.4
5. Riding in a car	70.7	5. Roller skating	68.3	5. Swimming	61.9
6. Listening to comedians	68.3	6. Reading comics	68.7	6. Listening to comedians	68.3
7. Running	68.9	7. Putting away playthings	68.7	7. Listening to music	68.3
8. Tag	68.8	8. Setting table	64.9	8. Riding in a car	67.1
9. Reading news- papers	61.0	9. Riding in a car	64.9	9. Listening to music	64.8
10. Setting table	61.0	10. Running	63.0	10. Listening to music	64.8
11. Listening to stories	61.0	11. Playing with dolls	63.0	11. Listening to stories	64.8
12. Visiting friends	58.8	12. Washing dishes	63.0	12. Listening to stories	64.8
13. Helping mother	58.8	13. Ride and walk	58.3	13. Running errands	58.8
14. Brownies	58.1	14. Reading	58.3	14. Reading	58.4
15. Playing with dolls	58.1	15. Running errands	58.3	15. Running	58.4
16. Running errands	58.1	16. Listening to music	57.4	16. Listening to music	57.8
17. Paper dolls	58.1	17. Riding a bicycle	57.4	17. Helping mother	57.8
18. Jumping rope	58.1	18. Jumping rope	58.3	18. Setting table	57.8
19. Reading magazines	58.1	19. Reading news- papers	47.8	19. Reading news- papers	47.8
		20. Visiting friends	48.2	20. Visiting friends	48.2
		21. Going to the movies	48.2	21. Going to the movies	48.2
		22. Going shopping	48.2	22. Going shopping	48.2

Table III was derived from Master Chart I. The column marked Girls in each of the three economic groups was checked to discover the twenty activities or interests that had the highest per cent of girls participating.

With the girls, going to Sunday School enjoys a high rank; swimming is popular with the higher and lower groups only; reading the funnies has the greatest numbers in the higher and lower groups; drawing is the most popular hobby in all groups. Over half of the girls in the higher economic group read newspapers and magazines. No reading other than funnies is enjoyed in the average group. Reading newspapers is enjoyed by less than half of the girls in the lower economic group. Listening activities are not quite as popular with the girls, except in the lower economic group where listening to the radio is the most popular activity.

Table III was derived from Master Chart I. The column entitled Girls

in each of the three economic groups was checked to discover the twenty activities or interests that had the highest per cent of girls participating. With the girls, going to Sunday School enjoys a high rank; swimming is popular with the higher and lower groups only; reading the Times has the greatest numbers in the higher and lower groups; drawing is the most popular hobby in all groups. Over half of the girls in the higher economic group read newspapers and magazines. No reading other than Times is enjoyed in the average group. Reading newspapers is enjoyed by less than half of the girls in the lower economic group. Listening activities are not quite as popular with the girls, except in the lower economic group where listening to the radio is the most popular activity.

TABLE IV

THE TWENTY MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION,
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE BOYS AND GIRLS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Total %	Items	Total %	Items	Total %
1. Reading the funnies	74.4	1. Going to Sunday School	87.4	1. Listening to the radio	77.9
2. Swimming	72.0	2. Drawing	75.8	2. Going to Sunday School	75.6
3. Going to Sunday School	70.7	3. Listening to the radio	74.7	3. Reading the funnies	67.4
4. Drawing	69.5	4. Reading the funnies	71.6	4. Drawing	65.1
5. Visiting the beach	68.3	5. Studying	71.6	5. Swimming	59.3
6. Running	64.6	6. Helping mother	68.4	6. Listening to comedians	59.3
7. Tag	61.0	7. Running	68.4	7. Riding in a car	58.1
8. Listening to comedians	59.8	8. Riding in a car	66.3	8. Running	55.8
9. Listening to stories	57.3	9. Tag	65.3	9. Listening to stories	52.3
10. Reading newspapers	54.9	10. Putting away playthings	63.2	10. Going to church or synagogue	51.2
11. Visiting friends	53.7	11. Riding a bicycle	61.1	11. Studying	51.2
12. Helping mother	53.7	12. Running errands	58.9	12. Listening to murder stories	50.0
13. Riding a bicycle	52.4	13. Listening to stories	58.9	13. Helping mother	48.8
14. Studying	51.2	14. Going to church or synagogue	55.8	14. Running errands	48.8
15. Playing with toys	51.2	15. Washing dishes	55.8	15. Listening to music	48.8
16. Listening to mystery stories	51.2	16. Hide and seek	54.7	16. Listening to mystery stories	46.5
17. Playing with animals	50.0	17. Just playing catch	52.6	17. Setting table	43.0
18. Running errands	48.8	18. Card games	52.6	18. Tag	43.0
19. Card games	43.9	19. Listening to comedians	52.6	19. Riding a bicycle	41.9
20. Going to the movies	43.9	20. Going to the movies	52.6	20. Washing dishes	41.9

TABLE IV

THE TWENTY MOST POPULAR ACTIVITIES, AS JUDGED BY STATE PARTICIPATORS,
OF THE THREE ECONOMIC GROUPS

FOURTEEN CARDS BOYS AND GIRLS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Total %	Items	Total %	Items	Total %
1. Reading the Times	74.4	1. Going to Sunday School	87.4	1. Listening to the radio	77.3
2. Swimming	72.0	2. Drawing	73.3	2. Going to Sunday School	73.3
3. Going to Sunday School	70.7	3. Listening to the radio	74.7	3. Reading the Times	67.4
4. Drawing	68.8	4. Reading the Times	71.8	4. Drawing	68.1
5. Visiting the beach	68.8	5. Studying	71.8	5. Swimming	69.3
6. Running	64.8	6. Helping mother	68.4	6. Listening to comedians	69.3
7. Tag	61.0	7. Running	68.4	7. Riding in a car	68.1
8. Listening to comedians	59.8	8. Riding in a car	68.3	8. Running	68.3
9. Listening to stories	57.3	9. Tag	68.3	9. Listening to stories	63.3
10. Reading newspapers	61.8	10. Putting away playthings	63.3	10. Going to church	61.3
11. Visiting friends	53.7	11. Riding a bicycle	61.1	11. Studying	61.3
12. Helping mother	53.7	12. Running errands	63.3	12. Listening to murder stories	53.0
13. Riding a bicycle	52.4	13. Listening to stories	53.3	13. Helping mother	48.3
14. Studying	51.8	14. Going to church	53.3	14. Running errands	48.3
15. Playing with boys	51.3	15. or synagogue	53.3	15. Listening to radio	48.3
16. Listening to mystery stories	51.3	16. Reading dishes	53.3	16. Listening to radio	48.3
17. Playing with animals	50.0	17. Ride and walk	53.3	17. Listening to mystery stories	48.3
18. Running errands	48.8	18. Last playing catch	53.3	17. Studying table	43.0
19. Card games	48.8	19. Card games	53.3	18. Tag	43.0
20. Going to the movies	48.3	20. Listening to comedians	53.3	19. Riding a bicycle	41.3
		20. Going to the movies	63.4	20. Reading dishes	41.3

Table IV was derived from Master Chart I. The column marked Total in each of the three economic groups was checked to discover the twenty activities or interests that had the highest per cent of boys and girls participating.

It is noted that reading the funnies is very popular with boys and girls in all three groups, no other reading being listed except the reading of newspapers in the higher economic group. Swimming enjoys the greatest popularity in the higher economic group. Going to Sunday School has the greatest number of boys and girls participating in the average group. Drawing is definitely the most popular hobby, especially in the higher and average economic groups. Listening activities are highest in the lower economic group. Running and tag seem to be the most popular outdoor plays. The highest per cent of children have bicycles to ride in the average economic group. Studying has the same number of children in the higher and lower groups, with the greatest number being in the average group. Card games are listed in the higher and average economic groups. What seemed surprising was that going to the movies was not as popular as the student expected it to be.

Table IV was derived from Master Chart I. The column marked Total

in each of the three economic groups was checked to discover the twenty activities or interests that had the highest per cent of boys and girls participating.

It is noted that reading two families is very popular with boys and girls in all three groups, no other reading being listed except the reading of newspapers in the higher economic group. Swimming enjoys the greatest popularity in the higher economic group. Going to Sunday School has the greatest number of boys and girls participating in the average group. Drawing is definitely the most popular hobby, especially in the higher and average economic groups. Listening activities are highest in the lower economic group. Running and tag seem to be the most popular outdoor plays. The highest per cent of children have bicycles to ride in the average economic group. Studying has the same number of children in the higher and lower groups, with the greatest number being in the average group. Card games are listed in the higher and average economic groups. What seemed surprising was that going to the movies was not as popular as the student expected it to be.

TABLE V

THE TWENTY LEAST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION,
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE BOYS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Boys %	Items	Boys %	Items	Boys %
1. Playing nurse	0	1. Paper dolls	0	1. Riding in a soap box	0
2. Collecting dolls	0	2. Knitting	0	2. Riding in an airplane	0
3. Arranging a bulletin board	0	3. Jumping rope	2.4	3. Paper dolls	0
4. Paper dolls	2.4	4. London bridge	2.4	4. Knitting	0
5. Playing with dolls	2.4	5. Playing with dolls	2.4	5. Dressing in older folks' clothing	0
6. Playing school	2.4	6. Jacks	4.9	6. Playing house	0
7. Playing house	2.4	7. Playing nurse	4.9	7. Playing Sunday School	0
8. Playing Sunday School	2.4	8. Playing house	4.9	8. Playing fire engine (hook and ladder)	0
9. Riding a pony	4.9	9. Collecting dolls	4.9	9. Collecting dolls	0
10. Riding in an airplane	4.9	10. Hopscotch	7.3	10. Collecting knick knacks	0
11. Hopscotch	4.9	11. Playing Sunday School	7.3	11. Collecting house pictures	0
12. Mud pies	4.9	12. Collecting flowers	7.3	12. Going to the zoo	0
13. Flying kites	4.9	13. Quoits	9.8	13. Writing stories	0
14. Singing games	4.9	14. Pinching little things like apples, candy	9.8	14. Writing poems	0
15. Visiting flower shows, food, poultry, auto shows, etc.	4.9	15. Riding in an airplane	9.8	15. Sneaking into places where admission is charged	0
16. Taking part in plays	4.9	16. Dressing in older folks' clothing	9.8	16. Bumming rides	0
17. Raising rabbits	4.9	17. Mud pies	12.2	17. Arranging a bulletin board	0
18. Quoits	7.3	18. Chemistry	12.2	18. Borrowing and lending money	0
19. Rolling a hoop	7.3	19. Walking on stilts	12.2	19. Buying presents for others	0
20. Playing fire engine (hook and ladder)		20. Playing School	12.2	20. Making talks	0

TABLE V

THE TWENTY LEAST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION,
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE BOYS

Highest Economic Background		Average Economic Background		Lowest Economic Background	
Items	Boys N	Items	Boys N	Items	Boys N
1. Playing nurse	0	1. Paper dolls	0	1. Sitting in a	0
2. Collecting dolls	0	2. Whistling	0	2. Soap box	0
3. Arranging a		3. Jumping rope	2.4	3. Sitting in an	0
ballistic board	0	4. Fashion bridge	2.4	4. airplanes	0
4. Paper dolls	2.4	5. Playing with		5. Paper dolls	0
5. Playing with		dolls	2.4	6. Whistling	0
dolls	2.4	6. Jacks	4.8	7. Dressing in older	
6. Playing soccer	2.4	7. Playing nurse	4.8	8. dolls, etc.	
7. Playing house	2.4	8. Playing house	4.8	9. ing	0
8. Playing Sunday		9. Collecting dolls	4.8	10. Playing house	0
school	2.4	10. Hopscotch	7.2	11. Playing Sunday	
9. Making a pony	4.8	11. Playing Sunday		12. School	0
10. Sitting in an		School	7.2	13. Playing fire	
airplane	4.8	12. Collecting		14. engine (hook	
11. Hopscotch	4.8	flowers	7.2	and ladder)	0
12. Red pins	4.8	13. Goals	8.8	15. Collecting dolls	0
13. Flying kites	4.8	14. Kicking little		16. Collecting	
14. Singing games	4.8	things like		17. Kites	0
15. Making flower		apples, candy	8.8	18. Collecting	
shows, food,		15. Making in an		19. Kites	0
pottery, etc.		airplane	8.8	20. Going to the	
16. Taking part in	4.8	16. Dressing in		21. Zoo	0
plays	4.8	other dolls,		22. Making stories	0
17. Making rabbits	4.8	clothing	8.8	23. Making games	0
18. Goals	7.2	17. Red pins	12.2	24. Making toys	
19. Making a hoop	7.2	18. Chemistry	12.2	25. Games where	
20. Playing fire		19. Making on		26. Making a	
engine (hook		stake	12.2	27. charged	0
and ladder)		20. Playing School	12.2	28. Making rides	0
		21. Arranging a		29. Making a	
		ballistic board		30. Making and	0
		30. Borrowing and		31. Making money	0
		32. Making presents		33. Making for others	0
		34. Making talks		35. Making talks	0

Table V was derived from Master Chart I. The column marked Boys in each of the three economic groups was checked to discover the twenty activities or interests that had the lowest per cent of boys participating.

Such activities as playing nurse, collecting paper dolls and playing with dolls and paper dolls, knitting, playing school, playing Sunday School, and playing house are not popular with fourth grade boys. Riding a pony, or in an airplane are not popular in any group probably because of economic reasons.

The lower economic group has the greatest number of activities in which there is no participation by any fourth grade boy.

1. Looking through microscope	0	2. Collecting insects	2.5	3. Sports	0
4. Things like	0	5. Riding in an	0	6. Archery	0
7. Paper dolls	0	8. Airplane	2.5	9. Sewing	0
10. Visiting flower	0	11. Throwing stones	2.5	12. Playing Indians	0
13. Model	0	14. Making insects	2.5	15. Throwing stones	0
16. Paper	0	17. Fishing	2.5	18. Bird pie	0
19. Archery	0	20. Riding in a	0	21. Playing with	0
22. Visiting flower	0	23. Soap box	7.5	24. Bow and arrow	0
25. Bird, feed,	0	26. Playing with	0	27. Building a den	0
28. Country, auto	0	29. Bow and arrow	7.5	30. Collecting	0
31. Bird, feed,	0	32. Collecting	0	33. Insects	0
34. Throwing into	0	35. Building the	0	36. Collecting	0
37. Paper where	0	38. Stars	7.5	39. Autographs	0
40. Building in	0	41. Moving a paper	0	42. Visiting	0
43. Bird	0	44. Room	7.5	45. Sewing	0
46. Throwing into	0	47. Riding	2.5	48. Riding in a	0
49. Collecting insects	0	50. Hockey	2.5	51. Soap box	0
52. Building a den	0	53. Walking on	0	54. Riding in an	0
55. Riding in a	2.5	56. Airplane	2.5	57. Airplane	2.5
58. Wagon	7.5	59. Building a den	2.5	60. Looking at books	2.5
61. Looking at books	0	62. Collecting	0	63. and book models	2.5
64. and book models	7.5	65. Starry	2.5	66. Chemistry	2.5
67. Chemistry	2.5				
68. Ball game	2.5				
69. 2-Way	2.5				

Table V was derived from Master Chart I. The column marked Boys

in each of the three economic groups was checked to discover the twenty activities or interests that had the lowest per cent of boys participating. Such activities as playing marbles, collecting paper dolls and playing with dolls and paper dolls, knitting, playing school, playing Sunday School, and playing house are not popular with fourth grade boys. Hiding a penny, or in an airplane are not popular in any group probably because of economic reasons.

The lower economic group has the greatest number of activities in

which there is no participation by any fourth grade boy.

TABLE VI

THE TWENTY LEAST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE GIRLS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Girls %	Items	Girls %	Items	Girls %
1.Hunting	0	1.Bumming rides	1.9	1.Hunting	0
2.Boxing	0	2.Hunting	3.7	2.Hockey	0
3.Hockey	0	3.Boxing	3.7	3.Making wooden	
4.Riding in a soap box	0	4.Quoits	3.7	things like	
5.Riding in an airplane	0	5.Pinching little		doghouses	0
6.Making wooden things like doghouses	0	things like		4.Making airplane	
7.Making airplane models	0	apples, candy	3.7	models	0
8.Soccer	0	6.Catching snakes	3.7	5.Quoits	0
9.Archery	0	7.Riding in an		6.Archery	0
10.Visiting flower shows, food, poultry, auto shows, etcl	0	airplane	5.6	7.Canoeing	0
11.Sneaking into places where admission is charged	0	8.Throwing stones	5.6	8.Playing Indians	0
12.Bumming rides	0	9.Watching insects	5.6	9.Throwing stones	0
13.Catching snakes	0	10.Fishing	5.6	10.Mud pies	0
14.Accepting a dare	0	11.Riding in a		11.Playing with	
15.Riding a pony	2.4	soap box	7.4	bows and arrows	0
16.Riding in a wagon	2.4	12.Playing with		12.Building a dam	0
17.Looking at boats and boat models	2.4	bows and arrows	7.4	13.Collecting	
18.Chemistry	2.4	13.Collecting		insects	0
19.Railroads	2.4	insects	7.4	14.Collecting	
20.G-Men	2.4	14.Studying the		autographs	0
		stars	7.4	15.Visiting	
		15.Having a paper		museums	0
		route	7.4	16.Camping	0
		16.Skiing	9.3	17.Riding in a	
		17.Hockey	9.3	soap box	0
		18.Walking on		18.Riding in an	
		stilts	9.3	airplane	2.4
		19.Building a dam	9.3	19.Looking at boats	
		20.Collecting		and boat models	2.4
		stamps	9.3	20.Chemistry	2.4

TABLE VI

THE TWENTY LEAST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE GIRLS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Girls	Items	Girls	Items	Girls	Items
0	1. Hunting	0	1. Hunting rides	0	1. Hunting
0	2. Hoxing	0	2. Hunting	0	2. Hoxey
0	3. Hoxey	0	3. Hoxing	0	3. Making wooden things like
0	4. Hiding in a soap box	0	4. Hoxing	0	4. Hiding in a soap box
0	5. Hiding in an airplane	0	5. Hiding in a soap box	0	5. Hiding in an airplane
0	6. Making wooden things like	0	6. Hiding in an airplane	0	6. Making wooden things like
0	7. Making airplanes	0	7. Hiding in an airplane	0	7. Making airplanes
0	8. Hoxing	0	8. Hiding in an airplane	0	8. Hoxing
0	9. Hoxey	0	9. Hiding in an airplane	0	9. Hoxey
0	10. Visiting flower	0	10. Hiding in an airplane	0	10. Visiting flower
0	11. Sneaking into places where admission is charged	0	11. Hiding in an airplane	0	11. Sneaking into places where admission is charged
0	12. Hiding in a soap box	0	12. Hiding in an airplane	0	12. Hiding in a soap box
0	13. Hiding in an airplane	0	13. Hiding in an airplane	0	13. Hiding in an airplane
0	14. Hiding in a soap box	0	14. Hiding in an airplane	0	14. Hiding in a soap box
0	15. Hiding in an airplane	0	15. Hiding in an airplane	0	15. Hiding in an airplane
0	16. Hiding in a soap box	0	16. Hiding in an airplane	0	16. Hiding in a soap box
0	17. Hiding in an airplane	0	17. Hiding in an airplane	0	17. Hiding in an airplane
0	18. Hiding in a soap box	0	18. Hiding in an airplane	0	18. Hiding in a soap box
0	19. Hiding in an airplane	0	19. Hiding in an airplane	0	19. Hiding in an airplane
0	20. Hiding in a soap box	0	20. Hiding in an airplane	0	20. Hiding in a soap box
0	21. Hiding in an airplane	0	21. Hiding in an airplane	0	21. Hiding in an airplane
0	22. Hiding in a soap box	0	22. Hiding in an airplane	0	22. Hiding in a soap box
0	23. Hiding in an airplane	0	23. Hiding in an airplane	0	23. Hiding in an airplane
0	24. Hiding in a soap box	0	24. Hiding in an airplane	0	24. Hiding in a soap box
0	25. Hiding in an airplane	0	25. Hiding in an airplane	0	25. Hiding in an airplane
0	26. Hiding in a soap box	0	26. Hiding in an airplane	0	26. Hiding in a soap box
0	27. Hiding in an airplane	0	27. Hiding in an airplane	0	27. Hiding in an airplane
0	28. Hiding in a soap box	0	28. Hiding in an airplane	0	28. Hiding in a soap box
0	29. Hiding in an airplane	0	29. Hiding in an airplane	0	29. Hiding in an airplane
0	30. Hiding in a soap box	0	30. Hiding in an airplane	0	30. Hiding in a soap box

Table VI was derived from Master Chart I. The column marked Girls in each of the three economic groups was checked to discover the twenty activities or interests that had the lowest per cents of girls participating.

Hunting, boxing and hockey are definitely not girls' activities. Girls are not interested in soap box riding. Such sports as archery and canoeing perhaps are not enjoyed because of economic reasons. Catching snakes and collecting insects are not popular.

The lower economic group of girls again has the greatest number of activities in which there is no participation by any fourth grade girl.

Activities such as the making of mud pies and throwing stones probably are no longer fourth grade activities.

Table VI was derived from Master Chart I. The column marked girls

in each of the three economic groups was checked to discover the twenty activities or interests that had the lowest per cent of girls participating.

Swimming, boxing and hockey are definitely not girls' activities.

Girls are not interested in soap box racing. Such sports as archery and

canoeing perhaps are not enjoyed because of economic reasons. Gardening

snakes and collecting insects are not popular.

The lower economic group of girls again has the greatest number of

activities in which there is no participation by any fourth grade girl.

Activities such as the making of mud pies and throwing stones

probably are no longer fourth grade activities.

TABLE VII

THE TWENTY LEAST POPULAR ACTIVITIES, AS JUDGED BY STATED PARTICIPATION,
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE BOYS AND GIRLS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Total %	Items	Total %	Items	Total %
1. Arranging a bulletin board	1.2	1. Quoits	6.3	1. Hunting	1.2
2. Riding in an airplane	2.4	2. Boy Scouts	6.3	2. Riding in a soap box	1.2
3. Campfire girls	3.7	3. Pinching little things like apples, candy	6.3	3. Riding in an airplane	1.2
4. Riding a pony	3.7	4. Riding in an airplane	7.4	4. Quoits	1.2
5. Flying kites	4.9	5. Chemistry	7.4	5. Writing stories	1.2
6. Playing nurse	4.9	6. Bumping rides	7.4	6. Mud pies	2.3
7. Collecting Insects	4.9	7. Walking on stilts	10.5	7. Girl Scouts	2.3
8. Collecting house pictures	4.9	8. London bridge	10.5	8. Visiting flower shows, food, poultry, auto shows, etc.	2.3
9. Raising rabbits	4.9	9. Mud pies	11.6	9. Going to the zoo	2.3
10. Mud pies	6.1	10. Raising rabbits	11.6	10. Writing poems	2.3
11. Rolling a hoop	6.1	11. Taking afternoon naps	11.6	11. Making up riddles	2.3
12. Playing fire engine (hook and ladder)	6.1	12. Riding in a soap box	12.6	12. Making puppets	2.3
13. Soccer	7.3	13. Visiting flower shows, food, poultry, auto shows, etc.	12.6	13. Making an aquarium	3.5
14. Quoits	7.3	14. Catching snakes	12.6	14. Archery	3.5
15. Riding in a soap box	7.3	15. Making talks	12.6	15. Canoeing	3.5
16. Hunting	8.5	16. Rolling a hoop	13.7	16. Collecting insects	3.5
17. Making wooden things, like dog houses	8.5	17. Playing fire engine (hook and ladder)	13.7	17. Visiting museums	3.5
18. Chemistry	8.5	18. Girl Scouts	13.7	18. Collecting knick knacks	4.7
19. Jacks	9.8	19. Going to the zoo	13.7	19. Collecting autographs	4.7
20. Playing Sunday School	9.8	20. Skiing	14.7	20. Making airplane models	5.8

TABLE VII

THE TWENTY LEAST POPULAR ACTIVITIES, AS JUDGED BY STATE PARTICIPATION,
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE BOYS AND GIRLS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Total %	Items	Total %	Items	Total %
1. Arranging a doll- lekin board	1.2	1. Quilts	6.2	1. Mending	1.2
2. Riding in an airplane	2.4	2. Boy scouts	6.2	2. Riding in a soap box	1.2
3. Collecting birds	3.7	3. Finishing little things like	6.2	3. Riding in an airplane	1.2
4. Riding a pony	3.7	4. Riding in an airplane	7.4	4. Quilts	1.2
5. Flying kites	4.9	5. Chemistry	7.4	5. Writing stories	1.2
6. Flying kites	4.9	6. Sewing kites	7.4	6. Sewing kites	2.2
7. Collecting insects	4.9	7. Walking on rods	10.5	7. Writing flower shows, food, poultry, auto	2.2
8. Collecting house pictures	4.9	8. Sewing kites	11.6	8. Sewing kites	2.2
9. Riding rabbits	6.1	9. Sewing kites	11.6	9. Going to the zoo	2.2
10. Sewing kites	6.1	10. Sewing kites	11.6	10. Writing poems	2.2
11. Sewing kites	6.1	11. Sewing kites	11.6	11. Sewing kites	2.2
12. Sewing kites	6.1	12. Sewing kites	11.6	12. Sewing kites	2.2
13. Sewing kites	6.1	13. Sewing kites	11.6	13. Sewing kites	2.2
14. Sewing kites	6.1	14. Sewing kites	11.6	14. Sewing kites	2.2
15. Sewing kites	6.1	15. Sewing kites	11.6	15. Sewing kites	2.2
16. Sewing kites	6.1	16. Sewing kites	11.6	16. Sewing kites	2.2
17. Sewing kites	6.1	17. Sewing kites	11.6	17. Sewing kites	2.2
18. Sewing kites	6.1	18. Sewing kites	11.6	18. Sewing kites	2.2
19. Sewing kites	6.1	19. Sewing kites	11.6	19. Sewing kites	2.2
20. Sewing kites	6.1	20. Sewing kites	11.6	20. Sewing kites	2.2
21. Sewing kites	6.1	21. Sewing kites	11.6	21. Sewing kites	2.2
22. Sewing kites	6.1	22. Sewing kites	11.6	22. Sewing kites	2.2
23. Sewing kites	6.1	23. Sewing kites	11.6	23. Sewing kites	2.2
24. Sewing kites	6.1	24. Sewing kites	11.6	24. Sewing kites	2.2
25. Sewing kites	6.1	25. Sewing kites	11.6	25. Sewing kites	2.2
26. Sewing kites	6.1	26. Sewing kites	11.6	26. Sewing kites	2.2
27. Sewing kites	6.1	27. Sewing kites	11.6	27. Sewing kites	2.2
28. Sewing kites	6.1	28. Sewing kites	11.6	28. Sewing kites	2.2
29. Sewing kites	6.1	29. Sewing kites	11.6	29. Sewing kites	2.2
30. Sewing kites	6.1	30. Sewing kites	11.6	30. Sewing kites	2.2

Table VII was derived from Master Chart I. The column marked Total in each of the three economic groups was checked to discover the twenty activities or interests that had the lowest per cents of boys and girls participating.

Children of the fourth grade age, as a whole, are not of the correct age to join the Boy Scouts and Girl Scouts, except as Cubs and Brownies. That accounts for the lack of popularity perhaps. Riding in an airplane is not popular probably because of economic reasons. It can be noted that reading is not listed anywhere on the table. Such activities, as making mud pies and playing fire engine are no longer fourth grade interests. Quoits is obviously not a popular game and riding in a soap box does not have much appeal, probably because the communities do not have soap box derbies and the like.

The lower economic group has the greatest number of activities that are not participated in by very many fourth grade boys and girls.

Table VII was derived from Master Chart I. The column marked Total

in each of the three economic groups was checked to discover the twenty activities or interests that had the lowest per cents of boys and girls participating.

Children of the fourth grade age, as a whole, are not of the correct age to join the Boy Scouts and Girl Scouts, except as Cubs and Brownies. That accounts for the lack of popularity of these. It can be noted that is not popular probably because of economic reasons. It can be noted that reading is not listed anywhere on the table. Such activities, as making and pie and playing the organ are no longer fourth grade interests. Quizzes is obviously not a popular game and riding in a soap box does not have much appeal. Probably because the communities do not have soap box gardens and the like.

The lower economic group has the greatest number of activities that are not participated in by very many fourth grade boys and girls.

TABLE VIII

THE MOST POPULAR GROUP ACTIVITIES, AS JUDGED BY STATED PARTICIPATION
OF FOURTH GRADE BOYS AND GIRLS

Boys		Girls	
Group Headings	%	Group Headings	%
1. IV. Outdoor Play	73.5	1. XVIII. After School and	
2. XVIII. After School and		Home Activities	78.3
Home Activities	69.9	2. IV. Outdoor Play	69.0
3. XVI. Reading	46.3	3. V. Indoor Play	51.0
4. VII. Listening Activities	34.5	4. XVI. Reading	47.6
5. I. Sports	32.9	5. VII. Listening Activities	35.3
6. V. Indoor Play	31.5	6. I. Sports	16.6
7. XVII. Miscellaneous	18.8	7. XVII. Miscellaneous	15.6
8. XV. Social Relationships	17.1	8. IX. Collections	14.4
9. IX. Collections	13.9	9. XIV. School	14.2
10. II. Riding	12.3	10. XV. Social Relationships	12.9
11. X. Trips and Visits	12.0	11. VIII. Church	12.3
12. VIII. Church	11.3	12. II. Riding	11.6
13. XIV. School	10.8	13. X. Trips and Visits	11.2
14. XIII. Nature	9.0	14. XI. Creative Activities	9.1
15. XI. Creative Activities	8.3	15. XIII. Nature	6.4
16. XII. Anti-social		16. III. Hobbies	5.8
Relationships	7.4	17. VI. Community Activities	5.2
17. III. Hobbies	5.9	18. XII. Anti-social	
18. VII. Community Activities	3.7	Relationships	1.6

TABLE VIII

THE MOST POPULAR GROUP ACTIVITIES, AS JUDGED BY STATED PARTICIPATION
OF FOURTH GRADE BOYS AND GIRLS

Group Headings		Boys		Girls	
		%		%	
1.	IV. Outdoor Play	73.5	1. XVIII. After School and	79.3	
2.	XVIII. After School and	69.3	Home Activities	68.6	
3.	Home Activities	46.5	2. IV. Outdoor Play	31.6	
4.	XVI. Reading	34.5	3. V. Indoor Play	27.6	
5.	VII. Listening Activities	33.9	4. XVI. Reading	26.3	
6.	I. Sports	31.5	5. VII. Listening Activities	16.8	
7.	V. Indoor Play	19.8	6. I. Sports	15.3	
8.	XVII. Miscellaneous	17.1	7. XVII. Miscellaneous	14.4	
9.	XV. Social Relationships	15.9	8. XV. Social Relationships	14.2	
10.	IX. Collections	15.3	9. IX. Collections	12.9	
11.	II. Riding	12.9	10. II. Riding	12.3	
12.	X. Trips and Visits	11.9	11. X. Trips and Visits	11.6	
13.	VIII. Church	11.3	12. VIII. Church	11.3	
14.	III. School	10.8	13. III. School	11.2	
15.	XIII. Nature	9.9	14. XIII. Nature	9.1	
16.	XI. Creative Activities	8.5	15. XI. Creative Activities	8.4	
17.	XII. Anti-social	7.4	16. XII. Anti-social	8.3	
18.	VI. Community Activities	6.8	17. VI. Community Activities	8.2	
19.	III. Hobbies	5.7	18. III. Hobbies	1.8	

Table VIII was derived from Master Chart I. The total per cents of each of the eighteen groups was found for the boys and the girls separately and the results were listed in the order of the greatest popularity.

It can be noted that outdoor play is the most popular activity for both boys and girls. After school and home activities are listed as the most popular with the girls, whether it be from choice or necessity. This same grouping is in second place with the boys. Reading is in third place with the boys and in fourth place with the girls. It can be mentioned that listening activities are right next in popularity to reading with both boys and girls. It might be interesting to comment on the apparent lack of interest in hobbies and community activities by both boys and girls.

		Boys		Girls	
		Percentage		Percentage	
I. Outdoor Play		34.7		32.8	
Visiting		14.9		18.7	
II. Reading		29.7		28.1	
Listening		28.8		26.2	
III. Nature		21.0		20.8	
IV. School		22.0		27.7	
V. Social		19.2		20.9	
VI. Hobbies		10.8		11.8	
VII. Miscellaneous		10.4		12.2	
VIII. After School and Home Activities		18.5		20.2	

Table VIII was derived from Master Chart I. The total percentage of each of the sixteen groups was found for the boys and the girls separately and the results were listed in the order of the greatest popularity. It can be noted that outdoor play is the most popular activity for both boys and girls. After school and home activities are listed as the most popular with the girls, whether it be free choice or necessity. This same grouping is in second place with the boys. Reading is in third place with the boys and in fourth place with the girls. It can be mentioned that listening activities are right next in popularity to reading with both boys and girls. It might be interesting to comment on the apparent lack of interest in hobbies and community activities by both boys and girls.

TABLE IX

THE MOST POPULAR ACTIVITY IN EACH GROUP, AS JUDGED BY STATED PARTICIPATION,
OF FOURTH GRADE BOYS AND GIRLS

Group Headings	Items	Boys		Girls	
		%	Items	%	
I. Sports	Swimming	62.7	Swimming	58.4	
II. Riding	In a car	61.9	In a car	64.2	
III. Hobbies	Drawing	65.9	Drawing	74.5	
IV. Outdoor Play	Running	65.9	Running	60.6	
V. Indoor Play	Card games	40.5	Playing with dolls	53.3	
VI. Community Activities	Cub Scouts	39.7	Brownies	32.8	
VII. Listening Activities	To the radio	73.0	To the radio	70.9	
VIII. Church	Going to Sunday School	71.4	Going to Sunday School	84.7	
IX. Collections	Stamps		Movie star		
	Movie star pictures	26.2	pictures	22.6	
X. Trips and Visits	Visiting the beach	54.0	Visiting friends	46.7	
XI. Creative Activities	Painting	39.7	Painting	43.1	
XII. Anti-social Relationships	Teasing girls scaring and annoying	33.3	Teasing girls, scaring and annoying	28.5	
XIII. Nature	Hearing and watching birds	31.0	Hearing and watching birds	28.5	
XIV. School	Helping in School	23.0	Helping in School	27.7	
XV. Social Relationships	Earning money	45.2	Earning money	29.9	
XVI. Reading	The funnies	70.6	The funnies	71.5	
XVII. Miscellaneous	Going to the movies	52.4	Going to the movies	43.8	
XVIII. After School and Home Activities	Studying	59.5	Helping mother	59.9	

TABLE IX

THE MOST POPULAR ACTIVITY IN EACH GROUP, AS JUDGED BY STATED PARTICIPATION,
OF MOUNT GRADE BOYS AND GIRLS

Group Headlines	Items	Boys		Girls
		%	Items	%
I. Sports	Swimming	82.7	Swimming	83.4
II. Hiding	In a car	81.8	In a car	84.3
III. Hobbies	Drawing	80.9	Drawing	74.8
IV. Outdoor Play	Running	80.8	Running	80.8
V. Indoor Play	Card games	40.8	Playing with dolls	83.3
VI. Community Activities	Club Scouts	38.7	Brownies	32.8
VII. Listening Activities	To the radio	73.0	To the radio	70.9
VIII. Chores	Going to Sunday School	71.4	Going to Sunday School	84.7
IX. Collections	Stamps		Movie star pictures	32.8
X. Trivia and Visits	Visiting the beach	64.0	Visiting friends	48.7
XI. Creative Activities	Painting	38.7	Painting	43.1
XII. Anti-social Relationships	Teasing girls		Teasing girls, teasing and annoying	38.8
XIII. Nature	Hearing and watching birds	31.0	Hearing and watching birds	38.8
XIV. School	Helping in school	33.0	Helping in school	37.7
XV. Social Relationships	Earning money	45.3	Earning money	39.9
XVI. Reading	The funnies	70.8	The funnies	71.8
XVII. Miscellaneous	Going to the movies	32.4	Going to the movies	43.8
XVIII. After School and Home Activities	Studying	35.4	Helping mother	33.8

Table IX shows the most popular activity of each of the eighteen groups for boys and girls separately.

It can be seen that swimming is the most popular sport for both boys and girls; that riding in a car is participated in by both; that drawing is the most popular hobby for both; and that running is the favorite form of outdoor play for both. Listening to the radio has the highest per cent of participation by boys of any activity on the list. Going to Sunday School has the second highest per cent of participation by boys and reading the funnies has the third highest per cent.

Going to Sunday School has the highest per cent of participation by girls of any activity on the list. Drawing is second in popularity and reading the funnies is third. Listening to the radio is in fourth place with the girls.

The Master Chart of the most popular activities of fourth grade children, as judged by stated preference in each of the economic groups, follows.

Table IX shows the most popular activity of each of the sixteen

groups for boys and girls separately.

It can be seen that swimming is the most popular sport for both boys and girls; that riding in a car is participated in by both; that drawing is the most popular hobby for both; and that running is the favorite form of outdoor play for both. Listening to the radio has the highest per cent of participation by boys of any activity on the list. Going to Sunday School has the second highest per cent of participation by boys and reading the funnies has the third highest per cent.

Going to Sunday School has the highest per cent of participation by girls of any activity on the list. Drawing is second in popularity and reading the funnies is third. Listening to the radio is in fourth place with the girls.

The Master Chart of the most popular activities of fourth grade children, as judged by stated preference in each of the economic groups, follows.

MASTER CHART II
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals			
	Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total Boys		Girls	
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	%
I. SPORTS																
1. Swimming	36	87.8	39	95.1	91.5	36	87.8	53	98.1	93.7	41	93.2	39	92.9	93.0	113 81.7 131 95.6 92.8
2. Skating	21	51.2	30	73.2	62.3	17	41.5	40	74.1	60.0	23	52.3	34	81.0	66.3	61 40.5 104 75.9 62.7
3. Skiing	18	43.9	23	56.1	50.0	24	58.5	23	42.6	49.5	21	47.7	18	42.9	45.3	63 50.0 64 46.7 48.3
4. Football	29	70.7	8	19.5	45.1	32	78.0	21	38.9	55.8	31	70.5	15	35.7	53.5	92 73.0 44 24.8 51.7
5. Basketball	27	65.9	18	43.9	54.9	28	68.3	25	46.3	55.8	28	63.6	17	40.5	52.3	83 65.9 60 43.8 54.4
6. Fishing	28	68.3	22	53.7	61.0	30	73.2	26	48.2	58.9	30	68.2	20	47.6	58.1	88 69.8 68 42.3 59.3
7. Hunting	24	58.5	8	19.5	39.0	22	53.7	9	16.7	32.6	19	43.2	12	28.6	36.0	65 51.6 29 21.2 35.7
8. Boxing	23	56.1	8	19.5	37.8	19	46.3	8	14.8	28.4	19	43.2	4	9.5	26.7	61 40.5 20 14.6 30.8
9. Hockey	14	34.1	4	9.1	22.0	21	51.2	10	18.5	32.6	14	31.8	3	7.1	19.8	49 38.9 17 12.4 26.1
10. Track	24	58.5	11	26.8	42.7	27	65.9	35	64.9	65.3	21	47.7	10	23.8	36.0	72 57.2 56 40.9 48.7
11. Wrestling	21	51.2	8	19.5	35.4	28	68.3	16	29.6	46.3	24	54.6	9	21.4	38.4	73 57.9 33 24.1 40.3
12. Camping	28	68.3	29	70.7	69.5	30	73.2	39	72.2	72.6	26	59.1	29	69.0	64.0	84 66.7 97 70.9 68.9
13. Baseball	30	73.2	17	41.5	57.3	30	73.2	26	48.2	58.9	32	72.7	18	42.9	58.1	92 73.0 61 44.5 58.2
14. Hiking	27	65.9	27	65.9	65.9	28	68.3	43	79.6	74.7	28	63.6	24	57.1	60.5	83 65.9 94 68.6 67.3

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals			
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls	
	No. %	No. %	No. %	No. %	%	No. %	%	No. %	%	No. %	%	No. %	%	No. %	%	%
II. RIDING																
15. A pony	31	75.6	31	75.6	26	63.4	46	85.2	75.8	31	70.5	35	83.3	76.7	88	69.8
16. A soap box	15	36.6	5	12.2	24.4	25	61.0	12	22.2	38.9	18	40.9	5	11.9	26.7	58
17. A bicycle	35	85.4	37	90.2	87.8	35	85.4	52	96.3	91.6	37	84.1	35	83.3	83.7	107
18. A horse	28	68.3	30	73.2	70.7	31	75.6	36	66.7	70.5	32	72.7	33	78.6	75.6	91
19. In a car	30	73.2	31	75.6	74.4	27	65.9	41	75.9	71.6	30	68.2	34	81.0	74.4	87
20. A wagon	22	53.7	14	34.1	43.9	15	36.6	23	42.6	40.0	25	56.8	17	40.5	48.8	62
21. In an airplane	23	56.1	18	43.9	50.0	24	58.5	21	38.9	47.4	24	54.6	19	45.2	50.0	71
III. HOBBIES																
22. Making wooden things like dog houses	22	53.7	8	19.5	36.6	26	63.4	22	40.7	50.5	25	56.8	9	21.4	39.5	73
23. Doing cross word puzzles	20	48.8	23	56.1	52.4	16	39.0	34	63.0	52.6	20	45.5	19	45.2	45.3	56
24. Raising flowers and plants	17	41.5	29	70.7	56.1	19	46.3	49	90.7	71.6	25	56.8	23	54.8	55.8	61
25. Looking at boats and boat models	21	51.2	16	39.0	45.1	30	73.2	23	42.6	55.8	30	68.2	13	31.0	50.0	81

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total			
	No. %	No. %	No. %	No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %			
26. Using or making maps	22	53.7	14	34.1	43.9	24	58.5	31	57.4	57.9	19	43.2	11	26.2	34.9	65	51.6	56	40.9	46.0
27. Paper dolls	3	7.3	30	73.2	40.2	4	9.8	38	70.4	44.2	3	6.8	26	61.9	33.7	10	7.9	94	68.6	39.5
28. Knitting	7	17.1	26	63.4	40.2	5	12.2	44	81.5	51.6	6	13.6	30	71.4	41.9	18	14.3	100	73.0	44.9
29. Taking pictures	23	56.1	29	70.7	63.4	28	68.3	40	74.1	71.6	25	56.8	28	66.7	61.6	76	60.3	97	70.9	65.8
30. Chemistry	27	65.9	7	17.1	41.5	27	65.9	9	16.7	37.9	23	52.3	8	19.0	36.0	77	61.1	24	17.7	40.7
31. Making airplane models	28	68.3	5	12.2	40.2	26	63.4	12	22.2	40.0	30	68.2	2	4.8	37.2	84	66.7	19	13.9	39.2
32. Drawing	25	61.0	31	75.6	68.3	28	68.3	45	83.3	76.8	33	75.0	35	83.3	79.1	86	68.3	11	81.0	74.9
33. Playing musical instruments	16	39.0	21	51.2	45.1	18	43.9	32	59.3	52.6	24	54.6	17	40.5	47.8	58	46.0	70	51.1	48.7
34. Railroads	26	63.4	14	34.1	48.8	31	75.6	23	42.6	56.8	20	45.5	8	19.0	32.6	77	61.1	45	32.8	46.4
35. Making an aquarium	10	24.4	10	24.4	24.4	17	41.5	22	40.7	41.1	14	31.8	9	21.4	26.7	41	32.5	41	29.9	31.2
36. Playing the piano	8	19.5	26	63.4	41.5	12	29.3	41	75.9	55.8	19	43.2	26	61.9	52.3	39	31.0	93	67.9	50.2
37. Cardboard construction	14	34.1	20	48.8	41.5	20	48.8	23	42.6	45.3	18	40.9	14	33.3	37.2	52	41.3	57	41.6	41.4

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
38. Using a hammer, saw, nails, etc. for fun	29	70.7	11	26.8	48.8	30	73.2	26	48.2	58.9	33	75.0	16	38.1	57.0	92	73.0	53	38.7	55.1
39. Making a scrap book	20	48.8	29	70.7	59.8	20	48.8	32	59.3	54.7	20	45.5	27	64.3	54.7	60	47.6	88	64.2	56.3
40. Cutting paper things with scissors	17	41.5	31	75.6	58.5	17	41.5	36	66.7	55.8	17	38.6	25	59.5	48.8	51	40.5	92	67.2	54.4
IV. OUTDOOR PLAY																				
41. Tag	31	75.6	35	85.4	80.5	26	63.4	47	87.0	76.8	33	75.0	30	71.4	73.3	90	71.4	112	81.8	76.8
42. Hide and seek	30	73.2	36	87.8	80.5	25	61.0	35	64.9	63.2	35	79.5	33	78.6	79.1	90	71.4	104	75.9	73.8
43. Jacks	15	36.6	22	53.7	45.1	7	17.1	31	57.4	40.0	12	27.3	16	38.1	32.6	34	26.8	69	50.4	39.2
44. Jumping rope	11	26.8	33	80.5	53.7	6	14.6	49	90.7	47.4	12	27.3	39	92.9	59.3	29	23.0	121	88.3	57.0
45. Hop scotch	10	24.4	30	73.2	48.8	5	12.2	47	87.0	54.7	12	27.3	31	73.8	50.0	27	21.4	108	78.8	51.3
46. Marbles	25	61.0	25	61.0	61.0	20	48.8	34	63.0	56.8	27	61.4	19	45.2	53.5	72	57.2	78	56.9	57.0
47. Croquet	18	43.9	23	56.1	50.0	20	48.8	34	63.0	56.8	17	38.6	19	45.2	41.9	55	43.7	76	55.5	49.8
48. Cops and robbers	30	73.2	19	46.3	59.8	26	63.4	30	55.6	58.9	29	65.9	15	35.7	51.2	85	67.5	64	46.7	56.7

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total			
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %			
49. Tennis	18	43.9	17	41.5	42.7	23	56.1	37	68.5	63.2	19	43.2	18	42.9	43.0	60	47.6	72	52.6	50.2
50. Soccer	16	39.0	5	12.2	25.6	15	36.6	15	27.8	31.6	18	40.9	9	21.4	31.4	49	38.9	29	21.2	29.7
51. G-Men	29	70.7	6	14.6	42.7	23	56.1	18	33.3	43.2	21	47.7	5	11.9	30.2	73	57.9	29	21.2	42.6
52. Handball	20	48.8	22	53.7	51.2	19	46.3	36	66.7	57.9	18	40.9	15	35.7	38.4	57	45.2	73	53.3	49.4
53. Horseshoes	26	63.4	20	48.8	56.1	28	68.3	24	44.4	54.7	25	56.8	14	33.3	45.3	79	62.7	58	42.3	50.6
54. Quoits	11	26.8	17	41.5	34.1	12	29.3	6	11.1	18.9	5	11.4	6	14.3	12.8	28	22.2	29	21.2	21.7
55. Archery	22	53.7	7	17.1	35.4	28	68.3	15	27.8	45.3	23	52.3	5	11.9	32.6	73	57.9	27	19.7	38.0
56. Rowing	27	65.9	26	63.4	64.6	29	70.7	40	74.1	72.6	32	72.7	23	54.8	64.0	88	69.8	89	65.0	67.3
57. Sailing	24	58.5	25	61.0	59.8	27	65.9	37	68.5	67.4	23	52.3	19	45.2	48.8	74	58.7	81	59.1	58.9
58. Canoeing	21	51.2	22	53.7	52.4	26	63.4	28	51.9	56.8	23	52.3	16	38.1	45.3	70	55.6	66	48.2	51.1
59. Roller skating	17	41.5	37	90.2	65.9	21	51.2	51	94.4	75.8	30	68.2	32	76.2	72.1	68	54.0	120	87.6	71.5
60. Playing in sand and snow	29	70.7	35	85.4	78.0	20	48.8	42	77.8	65.3	32	72.7	29	69.0	70.9	81	64.3	106	77.4	71.1
61. Playing with animals	32	78.0	35	85.4	74.4	31	75.6	47	87.0	82.1	32	72.7	33	78.6	75.6	95	75.4	115	83.9	79.8

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No. %	No. %	No. %	No. %	%	No. %	No. %	%	No. %	No. %	%	No. %	No. %	%	No. %	No. %	%			
62. Coasting with sled	30	73.2	37	90.2	75.6	31	75.6	42	77.8	76.8	35	79.5	31	73.8	76.7	96	76.2	110	80.3	78.3
63. Climbing trees	28	68.3	18	43.9	56.1	31	75.6	27	50.0	61.1	38	86.4	19	45.2	66.3	97	77.0	64	46.7	61.2
64. Playing Indians	19	46.3	6	14.6	30.5	24	58.5	24	44.4	50.5	31	70.5	11	26.2	48.8	74	58.7	41	29.9	43.7
65. Just playing catch	27	65.9	25	61.0	63.4	32	78.0	43	79.6	78.9	31	70.5	23	54.8	62.8	90	71.4	91	66.4	68.8
66. Throwing stones	13	31.7	4	9.8	20.7	19	46.3	15	27.8	35.8	13	29.5	6	14.3	22.1	45	35.7	25	18.2	26.6
67. Hop, skip, and jump	10	24.4	24	58.5	41.5	12	29.3	40	74.1	54.7	11	25.0	27	64.3	44.2	33	26.2	91	66.4	46.0
68. Mud pies	6	14.6	11	26.8	20.7	8	19.5	18	33.3	27.3	7	15.9	9	21.4	18.6	21	16.7	38	27.7	22.4
69. Running	30	73.2	29	70.7	72.0	35	85.4	37	68.5	75.8	29	65.9	30	71.4	68.6	94	74.6	96	70.1	72.2
70. Shooting a gun	30	73.2	8	19.5	46.3	30	73.2	22	40.7	54.7	33	75.0	14	33.3	54.7	93	73.8	44	24.8	52.1
71. Playing cowboys	26	63.4	3	7.3	35.4	28	68.3	22	40.7	52.6	30	68.2	18	42.9	55.8	84	66.7	43	31.4	48.3
72. Flying kites	26	63.4	20	48.8	56.1	21	51.2	31	57.4	54.7	29	65.9	24	57.1	61.6	76	60.3	75	54.7	57.4
73. Snowball fights	32	78.0	16	39.0	58.5	34	82.9	28	51.9	65.3	32	72.7	18	42.9	58.1	98	77.8	62	45.3	60.8
74. Playing with bows and arrows	27	65.9	6	14.6	40.2	27	65.9	17	31.5	46.3	31	70.5	10	23.8	47.8	85	67.5	33	24.1	48.7

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No. %	No. %	No. %	No. %	%	No. %	No. %	No. %	No. %	%	No. %	No. %	No. %	No. %	%	No. %	No. %			
75. Spinning tops	17	41.5	18	43.9	42.7	13	31.7	28	51.9	43.2	17	38.6	19	45.2	41.9	47	37.3	65	47.4	42.6
76. Rolling a hoop	13	31.7	11	26.8	29.3	10	24.4	22	40.7	33.7	16	36.4	11	26.2	31.4	39	31.0	44	24.8	31.6
77. Walking on stilts	20	48.8	16	39.0	43.9	14	34.1	30	55.6	46.3	25	56.8	23	54.8	55.8	59	46.8	69	50.4	48.7
78. Building or watching bonfires	24	58.5	19	46.3	52.4	23	56.1	32	59.3	57.9	26	59.1	22	52.4	55.8	73	57.9	73	53.4	55.5
79. Building a dam	29	70.7	13	31.7	51.2	23	56.1	26	48.2	51.6	25	56.8	7	16.7	37.2	77	61.1	46	33.6	46.7
80. Old witch	9	22.0	20	48.8	35.4	10	24.4	42	77.8	54.7	11	25.0	22	52.4	38.4	30	23.8	84	61.3	43.3
81. London bridge	10	24.4	21	51.2	37.8	3	7.3	36	66.7	41.1	10	22.7	27	64.3	43.0	23	18.3	84	61.3	40.7
V. Indoor Play	24	58.5	30	73.2	65.9	27	65.9	40	74.1	70.5	21	47.7	27	64.3	55.8	72	57.2	97	70.9	64.3
82. Acrobatics	24	58.5	21	51.2	54.9	29	70.7	37	68.5	69.5	39	88.6	21	50.0	69.7	92	73.0	79	57.7	65.0
83. Bowling	3	7.3	21	51.2	29.3	5	12.2	40	74.1	47.4	7	15.9	27	64.3	39.5	15	11.9	88	64.2	39.2
84. Playing nurse	28	68.3	30	73.2	70.7	22	53.7	41	75.9	66.3	27	61.4	31	73.8	67.4	77	61.1	102	74.5	68.1
85. Playing with toys	19	46.3	31	75.6	61.0	18	43.9	33	61.1	53.7	24	54.6	20	47.6	51.2	61	40.5	84	61.3	51.3
86. Jig saw puzzles	26	63.4	33	80.5	72.0	30	73.2	39	72.2	72.6	29	65.9	29	69.0	67.4	85	67.5	101	73.7	70.7
87. Checkers																				

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total			
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %			
88. Dominoes	22	53.7	24	58.5	56.1	16	39.0	32	59.3	50.5	16	36.4	13	31.0	33.7	54	42.9	69	50.4	46.8
89. Ping-pong	25	61.0	24	58.5	59.8	29	70.7	33	61.1	65.3	24	54.6	18	42.9	48.8	78	61.9	75	54.7	58.2
90. Monopoly	26	63.4	34	82.9	73.2	24	58.5	38	70.4	65.3	24	54.6	33	78.6	66.3	74	58.7	105	76.6	68.1
91. Card games	32	78.0	38	92.7	85.4	30	73.2	46	85.2	80.0	31	70.5	28	66.7	68.6	93	73.8	112	81.8	77.9
92. Playing with dolls	1	2.4	35	85.4	43.9	1	2.4	45	83.3	48.4	3	6.8	30	71.4	38.4	5	4.6	110	80.3	43.7
93. Dancing	8	19.5	30	73.2	46.3	10	24.4	46	85.2	58.9	10	22.7	31	73.8	47.8	28	22.2	107	78.1	51.3
94. Dressing in older folks' clothing	8	19.5	29	70.7	45.1	7	17.1	42	77.8	51.6	15	34.1	24	57.1	45.3	30	23.8	95	69.3	47.5
95. Playing school	7	17.1	29	70.7	43.9	8	19.5	42	77.8	52.6	11	25.0	25	59.5	41.9	26	20.6	96	70.1	46.4
96. Playing house	5	12.2	27	65.9	39.0	3	7.3	40	74.1	45.3	6	13.6	28	66.7	39.5	14	11.1	95	69.3	41.4
97. Doing stunts	24	58.5	31	75.6	67.1	17	41.5	42	77.8	62.1	22	50.0	24	57.1	53.5	63	50.0	97	70.9	57.0
98. Singing games	8	19.5	25	61.0	40.2	7	17.1	37	68.5	35.8	10	22.7	21	50.0	36.0	25	19.8	83	60.6	41.1
99. Playing store	15	36.6	27	65.9	51.2	15	36.6	41	75.9	58.9	19	43.2	31	73.8	58.1	49	38.9	99	72.3	56.3
100. Playing Sunday School	6	14.6	23	56.1	35.4	5	12.2	32	59.3	38.9	11	25.0	22	52.4	38.4	22	17.5	77	56.2	37.6

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals			
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls	
	No. %	No. %	No. %	No. %	%	No. %	No. %	No. %	%	No. %	%	No. %	No. %	No. %	No. %	%
101. Playing with pet kittens	27	65.9	30	73.2	69.5	19	46.3	45	83.3	67.4	31	70.5	36	85.7	77	61.1
102. Playing with an indoor ball	28	68.3	23	56.1	62.3	24	58.5	42	77.8	69.5	29	65.9	24	57.1	61.6	81
103. Playing with pet dogs	31	75.6	31	75.6	75.6	30	73.2	44	81.5	77.9	31	70.5	35	83.3	76.7	92
104. Playing fire engine (hook and ladder)	13	31.7	6	14.6	23.2	17	41.5	14	25.9	32.6	17	38.6	11	26.2	32.6	47
105. Playing make-believe games	16	39.0	23	56.1	47.6	17	41.5	32	59.3	51.6	20	45.5	21	50.0	47.7	53
106. Solving puzzles	21	51.2	19	46.3	48.8	19	46.3	30	55.6	51.6	20	45.5	15	35.7	40.7	60
VI. COMMUNITY ACTIVITIES																
107. Boy Scouts	18	43.9	4	9.8	26.8	11	26.8	4	7.4	15.8	32	72.7	6	14.3	44.2	61
108. Girl Scouts	4	9.8	17	41.5	25.6	1	2.4	18	33.3	20.0	1	2.2	23	54.8	27.9	6
109. Campfire Girls	2	4.9	8	19.5	12.2	1	2.4	21	38.9	23.2	3	6.8	25	59.5	32.6	6
110. Cub Scouts	22	53.7	4	9.8	31.7	19	46.3	2	3.7	22.1	33	75.0	9	21.4	48.8	74
111. Brownies	6	14.6	29	70.7	42.7	1	2.4	23	42.6	25.3	6	13.6	24	57.1	34.9	13

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
VII. LISTENING ACTIVITIES																				
112. To news	15	36.6	16	39.0	37.8	14	34.1	11	20.4	26.3	17	38.6	17	40.5	39.5	44	24.8	34.2		
113. To weather broadcasts	20	48.8	16	39.0	43.9	16	39.0	20	37.0	37.9	19	43.2	19	45.2	44.2	55	43.7	55	40.1	41.8
114. To comedians	31	75.6	31	75.6	75.6	27	65.9	35	64.9	65.3	36	81.8	34	81.0	81.4	94	74.6	100	73.0	73.8
115. To reports of sporting events	28	68.3	12	29.3	48.8	27	65.9	15	27.8	44.2	26	59.1	17	40.5	50.0	81	64.3	44	24.8	47.5
116. To murder stories	28	68.3	20	48.8	58.5	28	68.3	25	46.3	55.8	27	61.4	27	64.3	62.8	83	65.9	72	52.6	58.6
117. To mystery stories	30	73.2	23	56.1	64.6	29	70.7	36	66.7	68.4	32	72.7	28	66.7	69.7	91	72.2	87	63.5	67.6
118. To concerts	11	26.8	17	41.5	34.1	20	48.8	34	63.0	56.8	17	38.6	26	61.9	50.0	48	38.1	77	56.2	47.5
119. To stories	30	73.2	34	82.9	78.0	31	75.6	48	88.9	83.2	36	81.8	34	81.0	81.4	97	77.0	116	84.7	81.0
120. To the radio	34	82.9	32	78.0	80.5	34	82.9	49	90.7	87.4	38	86.4	36	85.7	86.0	106	84.1	117	85.4	84.8
121. To music	18	43.9	27	65.9	54.9	21	51.2	44	81.5	68.4	27	61.4	36	85.7	73.0	66	52.4	107	78.1	65.8
122. To church services on the radio	17	41.5	20	48.8	45.1	15	36.6	32	59.3	49.5	27	61.4	26	61.9	61.6	59	46.8	78	56.9	52.1

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No.	%	No.	%	%	No.	%	No.	%	%	No.	%	%	No.	%	%	No.	%		
VIII. CHURCH																				
123. Going to prayer meeting	16	39.0	14	34.1	36.6	13	31.7	22	40.7	36.8	23	52.3	21	50.0	51.2	52	41.3	57	41.6	41.4
124. Going to Sunday School	22	53.7	26	63.4	58.5	23	56.1	49	90.7	75.8	32	72.7	35	83.3	77.9	77	61.1	110	80.3	71.1
125. Singing in a choir	9	22.0	15	36.6	29.3	14	34.1	32	59.3	48.4	22	50.0	33	78.6	64.0	45	35.7	80	58.4	47.5
126. Going to church or synagogue	21	51.2	21	51.2	51.2	17	41.5	37	68.5	56.8	27	61.4	29	69.0	65.1	65	51.6	87	63.5	57.8
IX. Collections																				
127. Stamps	21	51.2	13	31.7	41.5	26	63.4	31	57.4	60.0	28	63.6	22	52.4	58.1	75	59.5	66	48.2	53.6
128. Stones	17	41.5	12	29.3	35.4	19	46.3	30	55.6	51.6	16	36.4	21	50.0	43.0	52	41.3	63	46.0	43.7
129. Insects	9	22.0	6	14.6	18.3	16	39.0	15	27.8	32.6	13	29.5	14	33.3	31.4	38	30.2	35	25.5	27.8
130. Dolls	4	9.8	28	68.3	39.0	5	12.2	36	66.7	43.2	4	9.1	24	57.1	32.6	13	10.3	88	64.2	29.3
131. Shells	20	48.8	22	53.7	51.2	24	58.5	38	70.4	65.3	20	45.5	23	54.8	50.0	64	50.8	83	60.6	47.1
132. Coins	22	53.7	14	34.1	43.9	25	61.0	35	64.9	63.2	29	65.9	25	59.5	62.8	76	60.3	74	54.0	57.0
133. Flowers	15	36.6	21	51.2	43.9	12	29.3	32	59.3	46.3	12	27.3	26	61.9	44.2	39	31.0	79	57.7	44.9

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				TOTALS			
	Boys		Girls		Total Boys		Girls		Total Boys		Girls		Boys		Girls	
	No. %	No. %	No. %	No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	% No. %	No. %	No. %	No. %	Total %
134. Knick knacks	9	22.0	18	43.9	32.9	17	41.5	30	55.6	49.5	15	34.1	21	50.0	41.9	41 32.5 69 50.4 41.8
135. Pennies	21	51.2	25	61.0	56.1	22	53.7	29	53.7	53.7	30	68.2	29	69.0	68.6	73 57.9 83 60.6 59.3
136. Movie star pictures	23	56.1	28	68.3	62.3	22	53.7	36	66.7	61.1	26	59.1	29	69.0	64.0	71 56.3 93 67.9 62.4
137. Autographs	16	39.0	18	43.9	41.5	20	48.8	37	68.5	60.0	20	45.5	18	42.9	44.2	56 44.4 73 53.3 49.0
138. House pictures	6	14.6	15	36.6	25.6	14	34.1	29	53.7	45.3	12	27.3	26	61.9	44.2	32 25.4 70 51.1 38.8
X. TRIPS AND VISITS																
139. Visiting a fire station	31	75.6	21	51.2	63.4	21	51.2	36	66.7	60.0	28	63.6	29	69.0	66.3	80 63.5 86 62.8 63.1
140. Visiting the beach	34	82.9	38	92.7	87.8	29	70.7	52	96.3	85.3	37	84.1	38	90.5	87.2	100 79.4 128 93.4 86.7
141. Visiting museums	28	68.3	32	78.0	73.2	26	63.4	43	79.6	72.6	29	65.9	24	57.1	61.6	83 65.9 99 72.3 69.2
142. Visiting historical places (battlefields, monuments)	30	73.2	28	68.3	70.7	31	75.6	37	68.5	71.6	28	63.6	22	52.4	58.1	89 70.6 87 63.5 66.9
143. Visiting flower shows, food, poultry, auto shows, etc.	17	41.5	21	51.2	46.3	18	43.9	39	72.2	60.0	20	45.5	23	54.8	50.0	55 43.7 83 60.6 52.5

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No. %	No. %	No. %	No. %	%	No. %	No. %	No. %	No. %	%	No. %	No. %	%	No. %	No. %	%	No. %	%		
144. Visiting public buildings	24	58.5	30	73.2	65.9	20	48.8	40	74.1	63.2	20	45.5	30	71.4	58.1	64	50.8	100	73.0	62.4
145. Going to the zoo	32	78.0	37	90.2	84.1	22	53.7	49	90.7	74.7	35	79.5	36	85.7	82.6	89	70.6	122	89.1	80.2
146. Visiting friends	32	78.0	36	87.8	82.9	24	58.5	47	87.0	74.7	35	79.5	39	92.9	86.0	91	72.2	122	89.1	81.0
XI. CREATIVE ACTIVITIES																				
147. Writing stories	14	34.1	15	36.6	35.4	11	26.8	23	42.6	35.8	17	38.6	15	35.7	37.2	42	33.3	53	38.7	36.1
148. Writing poems	14	34.1	21	51.2	42.7	11	26.8	32	59.3	43.2	15	34.1	18	42.9	38.4	40	31.7	71	51.8	42.2
149. Making up riddles	21	51.2	23	56.1	53.7	19	46.3	36	66.7	57.9	19	43.2	21	50.0	46.5	59	46.8	80	58.4	52.9
150. Arranging flowers	15	36.6	33	80.5	58.5	16	39.0	45	83.3	64.2	16	36.4	28	66.7	51.2	47	37.3	106	77.4	58.2
151. Modeling with clay, etc.	31	75.6	28	68.3	72.0	21	51.2	40	74.1	64.2	29	65.9	32	76.2	70.9	81	64.3	100	73.0	68.8
152. Making puppets	19	46.3	14	34.1	40.2	13	31.7	32	59.3	47.4	23	52.3	27	64.3	58.1	55	43.7	73	53.3	48.7
153. Painting	33	80.5	31	75.6	78.0	29	70.7	46	85.2	78.9	35	79.5	36	85.7	82.6	97	77.0	113	82.5	79.8
XII. ANTI-SOCIAL ACTIVITIES																				
154. Sneaking into places where admission is charged	11	26.8	7	17.1	22.0	19	46.3	8	14.8	28.4	9	20.4	6	14.3	17.4	39	38.9	21	15.3	22.8

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No.	%	No.	%	%	No.	%	No.	%	%	No.	%	No.	%	No.	%	No.	%		
155. Bumping rides	8	19.5	6	14.6	17.1	12	29.3	7	13.0	20.0	6	13.6	6	14.3	14.0	26	20.6	19	13.9	17.1
156. Fighting with others and gangs	17	41.5	7	17.1	29.3	16	39.0	10	18.5	27.3	14	31.8	3	7.1	19.8	47	37.3	20	14.6	25.5
157. Teasing girls, scaring and annoying	26	63.4	5	12.2	37.8	26	63.4	7	13.0	34.7	20	45.5	6	14.3	30.2	72	57.2	18	13.1	34.2
158. Playing around the streets at night	25	61.0	11	26.8	43.9	17	41.5	7	13.0	25.3	17	38.6	6	14.3	26.7	59	46.8	24	17.7	31.6
159. Pinching little things like apples, candy	15	36.6	8	19.5	28.0	11	26.8	7	13.0	18.9	12	27.3	9	21.4	24.4	38	30.2	24	17.7	23.6
XIII. NATURE																				
160. Hearing and watching birds	26	63.4	33	80.5	72.0	26	63.4	46	85.2	75.8	31	70.5	31	73.8	72.1	83	65.9	110	80.3	73.4
161. Watching insects	22	53.7	12	29.3	41.5	21	51.2	14	25.9	36.8	20	45.5	14	33.3	39.5	63	50.0	40	29.2	39.2
162. Catching snakes	20	48.8	3	7.3	28.0	18	43.9	5	9.3	24.2	13	29.5	3	7.1	18.6	51	40.5	11	8.0	27.4
163. Studying the stars	16	39.0	16	39.0	39.0	20	48.8	23	42.6	45.3	19	43.2	20	47.6	45.3	55	43.7	59	43.1	43.3

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals			
	Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total Boys		Girls	
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
164. Knowing about trees	16	39.0	9	22.0	30.5	17	41.5	28	51.9	47.4	23	52.3	26	61.9	57.0	56 44.4 63 46.0 45.2
165. Recognizing flowers	21	51.2	22	53.7	52.4	19	46.3	38	70.4	60.0	25	56.8	29	69.0	62.8	65 51.6 89 65.0 58.6
166. Watching wild animals	29	70.7	21	51.2	61.0	25	61.0	26	48.2	53.7	27	61.4	17	40.5	51.2	81 64.3 64 46.7 55.1
XIV. SCHOOL																
167. Helping in school	26	63.4	34	82.9	73.1	26	63.4	47	87.0	76.8	31	70.5	33	78.6	74.4	83 65.9 114 83.2 74.9
168. Arranging a bulletin board	20	48.8	28	68.3	58.5	14	34.1	43	79.6	60.0	24	54.6	28	66.7	60.5	58 46.0 99 72.3 59.9
169. Taking part in plays	20	48.8	32	78.0	63.4	19	46.3	49	90.7	71.6	27	61.4	31	73.8	67.4	66 52.4 112 81.8 67.7
170. Reciting in class	21	51.2	21	51.2	51.2	15	36.6	33	61.1	50.5	23	52.3	23	54.8	53.5	59 46.8 77 56.2 51.7
171. Offering to recite	19	46.3	19	46.3	46.3	10	24.4	42	77.8	54.7	18	40.9	23	54.8	47.7	47 37.3 84 61.3 49.8
172. Going to school	15	36.6	26	63.4	50.0	16	39.0	44	81.5	63.2	26	59.1	30	71.4	65.1	57 45.2 100 73.0 59.7
XV. SOCIAL RELATIONSHIPS																
173. Borrowing and lending money	13	31.7	6	14.6	23.2	15	36.6	17	31.5	33.7	13	29.5	14	33.3	31.4	41 32.5 37 27.0 29.7

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals			
	Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total Boys		Girls	
	No. %	No. %	No. %	No. %	% No.	% No.	% No.	% No.	% No.	% No.	% No.	% No.	% No.	% No.	% No.	% No.
174. Buying presents for others	27	65.9	37	90.2	78.0	20	48.8	49	90.7	72.6	34	77.3	37	88.1	82.6	81 64.3 123 89.8 77.5
175. Walking to places like school with a gang	26	63.4	29	70.7	67.1	23	56.1	35	64.9	61.1	25	56.8	26	61.9	59.3	74 58.7 90 65.7 62.4
176. Be a leader	31	75.6	30	73.2	74.4	27	65.9	42	77.8	72.6	32	72.7	33	78.6	75.6	90 71.4 105 76.6 74.1
177. Celebrating holidays	32	78.0	35	85.4	81.7	24	58.5	48	88.9	75.8	35	79.5	38	90.5	84.9	91 72.2 121 88.3 80.6
178. Making talks	20	48.8	16	39.0	43.9	13	31.7	27	50.0	42.1	17	38.6	16	38.1	38.4	50 39.7 59 43.1 41.4
179. Going to an assembly	21	51.2	29	70.7	61.0	28	68.3	45	83.3	76.3	25	56.3	18	42.9	50.0	74 58.7 92 67.2 63.1
180. Earning money	33	80.5	32	78.0	79.3	32	78.0	46	85.2	82.1	37	84.1	32	76.2	80.2	102 81.0 110 80.3 80.6
181. Discussing things	20	48.8	23	56.1	52.4	23	56.1	33	61.1	58.9	19	43.2	17	40.5	41.9	62 41.3 73 53.3 51.3
182. Belonging to a team	33	80.5	27	65.9	73.2	29	70.7	40	74.1	72.6	33	75.0	33	78.6	76.7	95 75.4 100 73.0 74.1
XVI. READING																
183. Sea stories	32	78.0	20	48.8	63.4	27	65.9	32	59.3	62.1	29	65.9	16	38.1	52.3	88 69.8 68 42.3 59.3

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No.	%	No.	%	%	No.	%	No.	%	%	No.	%	No.	%	%	No.	%	%		
184. Travel stories	29	70.7	26	63.4	67.1	25	61.0	43	79.6	71.6	24	54.6	27	64.3	59.3	78	61.9	96	70.1	66.2
185. Newspapers	27	65.9	32	78.0	72.0	26	63.4	41	75.9	70.5	33	75.0	31	73.8	74.4	86	68.3	104	75.9	72.2
186. Magazines	29	70.7	35	85.4	78.0	24	58.5	44	81.5	71.6	26	59.1	31	73.8	66.3	79	62.7	110	80.3	71.9
187. The funnies	35	85.4	37	90.2	87.8	33	80.5	51	94.4	88.4	37	84.1	38	90.5	87.2	105	83.3	126	92.0	87.8
188. Poems	21	51.2	22	53.7	52.4	20	48.8	37	68.5	60.0	23	52.3	28	66.7	59.3	64	50.8	87	63.5	57.4
189. Stories about real life	29	70.7	29	70.7	70.7	27	65.9	41	75.9	71.6	28	63.6	24	57.1	60.5	84	66.7	94	68.6	67.7
190. Plays	19	46.3	27	65.9	56.1	23	56.1	47	87.0	73.7	27	61.4	31	73.8	67.4	69	54.8	105	76.6	66.2
191. Myths	18	43.9	15	36.6	40.2	19	46.3	25	46.3	46.3	20	45.5	15	35.7	40.7	57	45.2	55	40.1	42.6
192. The Bible	25	61.0	28	68.3	64.6	19	46.3	39	72.2	61.1	32	72.7	30	71.4	72.1	76	60.3	97	70.9	65.8
193. Biography	20	48.8	23	56.1	52.4	19	46.3	25	46.3	46.3	24	54.6	18	42.9	48.8	63	50.0	66	48.2	49.0
194. Adventure stories	33	80.5	29	70.7	75.6	29	70.7	43	79.6	75.8	36	81.8	30	71.4	76.7	98	77.8	102	74.5	76.0
195. Animal stories	26	63.4	28	68.3	65.9	27	65.9	38	70.4	68.4	26	59.1	33	78.6	68.6	79	62.7	99	72.3	67.7
196. Fairy stories	18	43.9	36	87.8	65.9	19	46.3	48	88.9	70.5	35	79.5	36	85.7	82.6	72	57.2	120	87.6	73.0
197. Mystery stories	26	63.4	20	48.8	56.1	26	63.4	36	66.7	65.3	29	65.9	29	69.0	67.4	81	64.3	85	62.0	63.1

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
198. Nature stories	23	56.1	22	53.7	54.9	24	58.5	41	75.9	68.4	31	70.5	24	57.1	64.0	78	61.9	87	63.5	62.7
199. About explorers	28	68.3	20	48.8	58.5	24	58.5	30	55.6	56.8	31	70.5	15	35.7	53.5	83	65.9	65	47.4	52.3
200. History	22	53.7	23	56.1	54.9	23	56.1	30	55.6	55.8	29	65.9	20	47.6	57.0	74	58.7	73	53.3	55.9
201. Jokes	31	75.6	39	95.1	85.4	31	75.6	51	94.4	86.3	34	77.3	41	97.6	87.2	96	76.2	131	22.6	86.3
202. Short stories	26	63.4	21	51.2	57.3	23	56.1	45	83.3	71.6	31	70.5	33	78.6	74.4	80	63.5	99	72.3	68.1
203. Fanciful tales	20	48.8	17	41.5	45.1	22	53.7	38	70.4	63.2	25	56.8	24	57.1	57.0	67	53.2	79	57.7	55.5
XVII. MISCELLANEOUS																				
204. Watching men like painters and carpenters at work	27	65.9	24	58.5	62.3	28	68.3	39	72.2	70.5	36	81.8	26	61.9	72.1	91	72.2	89	65.0	68.4
205. Accepting a dare	23	56.1	13	31.7	43.9	25	61.0	23	42.6	50.5	17	38.6	14	33.3	36.0	65	51.6	50	36.5	43.7
206. Window shopping	21	51.2	32	78.0	64.6	18	43.9	43	79.6	64.2	22	50.0	31	73.8	61.6	61	40.5	106	77.4	63.5
207. Watching airplane maneuvers	27	65.9	19	46.3	56.1	27	65.9	30	55.6	60.0	28	63.6	16	38.1	51.2	82	65.1	65	47.4	55.9
208. Dreaming about future life and work	24	58.5	27	65.9	62.3	25	61.0	35	64.9	63.2	28	63.6	20	47.6	55.8	77	61.1	82	59.9	60.5

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
209. Choosing your own clothes	28	68.3	33	80.5	74.4	26	63.4	45	83.3	74.7	30	68.2	35	83.3	75.6	84	66.7	113	82.5	74.9
210. Imaginary playmates	25	61.0	20	48.8	54.9	20	48.8	29	53.7	51.6	22	50.0	21	50.0	50.0	67	53.2	70	51.1	52.1
211. Going on picnics	34	82.9	37	90.2	86.6	28	68.3	51	94.4	83.2	37	84.1	36	85.7	84.9	99	78.6	124	90.5	84.8
212. Just imagining things	21	51.2	25	61.0	56.1	24	58.5	35	64.9	62.1	23	52.3	21	50.0	51.2	68	54.0	81	59.1	56.7
213. Going to the movies	35	85.4	36	87.8	86.6	30	73.2	42	77.8	75.8	36	81.8	35	83.3	82.6	101	80.2	113	82.5	81.4
XVIII. AFTER SCHOOL AND HOME ACTIVITIES																				
214. Helping mother	26	63.4	31	75.6	69.5	25	61.0	45	83.3	73.7	33	75.0	32	76.2	75.6	84	66.7	108	78.8	73.0
215. Setting Table	19	46.3	26	63.4	54.9	21	51.2	42	77.8	66.3	27	61.4	28	66.7	64.0	67	53.2	96	70.1	62.0
216. Carrying in fuel	14	34.1	10	24.4	29.3	18	43.9	14	25.9	33.7	24	54.6	15	35.7	45.3	56	44.4	39	28.5	36.1
217. Washing dishes	17	41.5	27	65.9	53.7	17	41.5	36	66.7	55.8	21	47.7	24	57.1	52.3	55	43.7	87	63.5	54.0
218. Making a garden	27	65.9	32	78.0	72.0	21	51.2	42	77.8	66.3	30	68.2	34	81.0	74.4	78	61.9	108	78.8	70.7
219. Running errands	22	53.7	31	75.6	64.6	24	58.5	44	81.5	71.6	28	63.6	26	61.9	62.8	74	58.7	101	73.7	66.5

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Total							
	Boys		Girls		Total Boys		Girls		Total Boys		Girls		Total							
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %						
220. Cleaning house	15	36.6	26	63.4	50.0	19	46.3	38	70.4	60.0	24	54.6	22	52.4	53.5	58	46.0	86	62.8	54.8
221. Dusting	12	29.3	27	65.9	47.6	18	43.9	38	70.4	58.9	20	45.5	25	59.5	52.3	50	39.7	90	65.7	53.2
222. Hanging up clothes	13	31.7	22	53.7	42.7	15	36.6	42	77.8	60.0	19	43.2	21	50.0	46.5	47	37.3	85	62.0	50.2
223. Cutting wood	28	68.3	8	19.5	43.9	30	73.2	14	25.9	46.3	29	65.9	11	26.2	46.5	87	69.0	33	24.1	45.6
224. Cleaning the yard	30	73.2	23	56.1	64.6	23	56.1	35	64.9	61.1	29	65.9	23	54.8	60.5	82	65.1	81	59.1	62.0
225. Mowing grass	30	73.2	27	65.9	69.5	26	63.4	39	72.2	68.4	31	70.5	27	64.3	67.4	87	69.0	93	67.9	68.4
226. Helping father	31	75.6	32	78.0	76.8	31	75.6	44	81.5	78.9	33	75.0	34	81.0	77.9	95	75.4	110	80.3	77.9
227. Putting away play things	20	48.8	21	51.2	50.0	24	58.5	36	66.7	63.2	25	56.8	24	57.1	57.0	69	54.8	81	59.1	57.3
228. Caring for pets	30	73.2	27	65.9	69.5	30	73.2	46	85.2	80.0	28	63.6	34	81.0	72.1	88	69.8	107	78.1	74.1
229. Raising rabbits	21	51.2	20	48.8	50.0	21	51.2	27	50.0	50.5	22	50.0	25	59.5	54.7	64	50.8	72	52.6	51.7
230. Going after milk	22	53.7	23	56.1	54.9	23	56.1	37	68.5	63.2	26	59.1	21	50.0	54.7	75	59.5	81	59.1	59.3
231. Carrying out fuel	13	31.7	9	22.0	26.8	16	39.0	11	20.4	28.4	19	43.2	11	26.2	34.9	48	38.1	31	22.6	30.0
232. Having a paper route	17	41.5	7	17.1	29.3	21	51.2	13	22.2	34.7	23	52.3	10	23.8	38.4	61	40.5	29	21.2	34.2

MASTER CHART II (continued)
MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE - Fourth Grade

Items	Higher Economic Background				Average Economic Background				Lower Economic Background				Totals							
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total			
	No.	%	No.	%	%	No.	%	No.	%	%	No.	%	No.	%	%	No.	%	%		
233. Using electric sweeper	20	48.8	22	53.7	51.2	20	48.8	30	55.6	52.6	17	38.6	22	52.4	54.7	57	45.2	74	54.0	49.8
234. Chores on Saturday	23	56.1	20	48.8	52.4	21	51.2	36	66.7	60.0	22	50.0	19	45.2	47.7	66	52.4	75	54.7	53.6
235. Going shopping	24	58.5	35	85.4	72.0	22	53.7	43	79.6	68.4	27	61.4	33	78.6	69.7	73	57.9	111	81.0	70.0
236. Making beds	11	26.8	25	61.0	43.9	18	43.9	29	53.7	49.5	21	47.7	28	66.7	57.0	50	39.7	82	59.9	50.2
237. Taking a bath	23	56.1	34	82.9	69.5	23	56.1	42	77.8	68.4	30	68.2	37	88.1	77.9	76	60.3	113	82.5	71.9
238. Cleaning teeth	25	61.0	30	73.2	67.1	25	61.0	41	75.9	69.5	33	75.0	36	85.7	80.2	83	65.9	107	78.1	72.2
239. Studying	18	43.9	22	53.7	48.8	18	43.9	34	63.0	54.7	24	54.6	24	57.1	55.8	60	47.6	80	58.4	53.2
240. Taking care of brothers and sisters	18	43.9	23	56.1	50.0	20	48.8	35	64.9	57.9	23	52.3	24	57.1	54.7	61	40.5	82	59.9	54.4
241. Making candy	23	56.1	25	61.0	58.5	25	61.0	39	72.2	67.4	29	65.9	34	81.0	73.3	77	61.1	98	71.5	66.5
242. Sleeping late	18	43.9	27	65.9	54.9	25	61.0	30	55.6	57.9	25	56.8	22	52.4	54.7	68	54.0	79	57.7	55.9
243. Raiding the ice box	28	68.3	23	56.1	62.3	27	65.9	26	48.2	55.8	16	36.4	18	42.9	39.5	71	56.3	67	48.9	52.5
244. Taking after- noon naps	10	24.4	8	19.5	22.0	12	29.3	17	31.5	30.5	12	27.3	12	28.6	27.9	34	26.8	37	27.0	27.0

TABLE X

THE TWENTY MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE,
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE BOYS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Boys %	Items	Boys %	Items	Boys %
1. Swimming	87.8	1. Swimming	87.8	1. Swimming	93.2
2. Riding a bicycle	85.4	2. Riding a bicycle	85.4	2. Bowling	88.6
3. Reading the funnies	85.4	3. Running	85.4	3. Listening to the radio	86.4
4. Going to the movies	85.4	4. Snowball fights	82.9	4. Climbing trees	86.4
5. Listening to the radio	82.9	5. Listening to the radio	82.9	5. Riding a bicycle	84.1
6. Visiting the beach	82.9	6. Reading the funnies	80.5	6. Visiting the beach	84.1
7. Going on picnics	82.9	7. Football	78.0	7. Earning money	84.1
8. Painting	80.5	8. Just playing catch	78.0	8. Reading the funnies	84.1
9. Earning money	80.5	9. Earning money	78.0	9. Going on picnics	84.1
10. Belonging to a team	80.5	10. Riding a horse	75.6	10. Listening to comedians	81.8
11. Reading adventure stories	80.5	11. Railroads	75.6	11. Listening to stories	81.8
12. Playing with animals	78.0	12. Playing with animals	75.6	12. Reading adventure stories	81.8
13. Snowball fights	78.0	13. Coasting with sled	75.6	13. Watching men like painters, carpenters at work	81.8
14. Card games	78.0	14. Climbing trees	75.6	14. Hide and seek	79.5
15. Going to the zoo	78.0	15. Reading jokes	75.6	15. Coasting with sled	79.5
16. Visiting friends	78.0	16. Listening to stories	75.6	16. Going to the zoo	79.5
17. Celebrating holidays	78.0	17. Visiting historical places	75.6	17. Visiting friends	79.5
18. Reading sea stories	78.0	18. Helping father	75.6	18. Painting	79.5
19. Reading jokes	75.6	19. Fishing	73.2	19. Celebrating holidays	79.5
20. Modeling with clay, etc.	75.6	20. Baseball	73.2	20. Reading Fairy stories	79.5

TABLE X

THE TWENTY MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE,
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE BOYS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Boys %	Items	Boys %	Items	Boys %
1. Swimming	87.5	1. Swimming	87.5	1. Swimming	83.2
2. Riding a bicycle	85.4	2. Riding a bicycle	85.4	2. Bowling	82.8
3. Reading the funnies	85.4	3. Running	85.4	3. Listening to the radio	82.4
4. Going to the movies	85.4	4. Snowball fights	82.8	4. Climbing trees	82.4
5. Listening to the radio	85.4	5. Listening to the radio	82.8	5. Riding a bicycle	84.1
6. Listening to the radio	82.8	6. Reading the funnies	80.5	6. Visiting the beach	84.1
7. Visiting the beach	82.8	7. Football	78.0	7. Earning money	84.1
8. Going on picnics	82.8	8. Just playing catch	78.0	8. Reading the funnies	84.1
9. Earning money	80.5	9. Earning money	78.0	9. Going on picnics	84.1
10. Belonging to a team	80.5	10. Riding a horse	75.5	10. Listening to the radio	81.8
11. Reading adventure stories	80.5	11. Ball games	75.5	11. Listening to the radio	81.8
12. Playing with animals	78.0	12. Playing with animals	75.5	12. Reading adventure stories	81.8
13. Snowball fights	75.0	13. Climbing trees	75.5	13. Reading adventure stories	81.8
14. Card games	75.0	14. Reading jokes	75.5	14. Watching men like painters, carpenters at work	61.5
15. Going to the zoo	75.0	15. Listening to stories	75.5	14. Ride and walk	75.5
16. Visiting friends	75.0	16. Visiting friends	75.5	15. Coasting with sled	75.5
17. Celebrating holidays	75.0	17. Visiting friends	75.5	16. Going to the zoo	75.5
18. Reading sea stories	75.0	18. Helping father	75.5	17. Visiting friends	75.5
19. Reading jokes	75.5	19. Fishing	75.5	18. Painting	75.5
20. Modeling with clay, etc.	75.5	20. Baseball	75.5	19. Celebrating holidays	75.5
				20. Reading fairy stories	75.5

Table X was derived from Master Chart II. The column marked Boys in each of the three economic groups was checked to discover the twenty activities or interests that had the highest per cent of preference by the boys.

Swimming has the highest preference per cent for all three economic groups. Riding a bicycle seems to be preferred by all boys in all groups. Reading the funnies has about the same per cent in all three groups. Other reading materials, such as adventure and sea stories, are preferred by the higher economic group. Adventure and fairy stories are preferred by the lower economic group. Listening to the radio is high in preference for all groups of boys. Card games are preferred by the higher economic group and not by the others. Going to Sunday School is not preferred by any of the boys in any of the three groups.

TABLE XI

THE TWENTY MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE,
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE GIRLS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Girls %	Items	Girls %	Items	Girls %
1. Swimming	95.1	1. Swimming	98.1	1. Reading jokes	97.6
2. Reading jokes	95.1	2. Riding a bicycle	96.3	2. Swimming	92.9
3. Card games	92.7	3. Visiting the beach	96.3	3. Jumping rope	92.9
4. Visiting the beach	92.7	4. Roller skating	94.4	4. Visiting friends	92.9
5. Riding a bicycle	90.2	5. Reading the funnies	94.4	5. Visiting the beach	90.5
6. Roller skating	90.2	6. Reading jokes	87.0	6. Celebrating holidays	90.5
7. Coasting with sled	90.2	7. Going on picnics	94.4	7. Reading the funnies	90.5
8. Going to the zoo	90.2	8. Jumping rope	90.7	8. Buying presents for others	88.1
9. Buying presents for others	90.2	9. Listening to the radio	90.7	9. Playing with pet kittens	85.7
10. Reading the funnies	90.2	10. Raising flowers and plants	90.7	10. Listening to the radio	85.7
11. Going on picnics	90.2	11. Going to Sunday School	90.7	11. Listening to music	85.7
12. Hide and seek	87.8	12. Going to the zoo	90.7	12. Going to the zoo	85.7
13. Visiting friends	87.8	13. Taking part in plays	90.7	13. Painting	85.7
14. Reading fairy stories	87.8	14. Buying presents for others	90.7	14. Reading fairy stories	85.7
15. Reading magazines	85.4	15. Listening to stories	88.9	15. Going on picnics	85.7
16. Playing in sand, snow	85.4	16. Reading fairy stories	88.9	16. Riding a pony	83.3
17. Playing with animals	85.4	17. Celebrating holidays	88.9	17. Riding a bicycle	83.3
18. Playing with dolls	85.4	18. Tag	87.0	18. Drawing	83.3
19. Celebrating holidays	85.4	19. Playing with animals		19. Going to Sunday School	83.3
20. Going shopping	85.4	20. Visiting friends	87.0	20. Choosing your own clothes	83.3

TABLE XI
THE TWENTY MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE,
OF THE THREE ECONOMIC GROUPS
FOURTH GRADE GIRLS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Girls	Items	Girls	Items	Girls	Items
98.1	1. Swimming	98.1	1. Swimming	97.8	1. Reading jokes
98.1	2. Reading jokes	98.1	2. Riding a bicycle	97.8	2. Swimming
97.7	3. Card games	97.7	3. Visiting the beach	97.9	3. Jumping rope
97.7	4. Visiting the beach	98.3	4. Visiting friends	98.3	4. Visiting friends
97.7	5. Roller skating	94.9	5. Visiting the beach	90.8	5. Visiting the beach
90.8	6. Riding a bicycle	90.8	6. Reading the funnies	90.8	6. Celebrating holidays
90.8	7. Roller skating	90.8	7. Reading jokes	90.8	7. Reading the funnies
90.8	8. Coasting with sled	90.8	8. Going on picnics	90.8	8. Playing presents
90.8	9. Going to the zoo	90.7	9. Jumping rope	90.7	9. Buying presents
90.8	10. Buying presents	90.7	10. Listening to the radio	98.1	10. Playing with pet kittens
90.8	11. Reading the funnies	90.7	11. Playing with pet kittens	98.1	11. Listening to the radio
90.8	12. Going on picnics	90.7	12. Going to Sunday School	98.7	12. Listening to the radio
90.8	13. Ride and walk	90.7	13. Going to the zoo	98.7	13. Listening to the radio
90.8	14. Visiting friends	90.7	14. Taking part in plays	98.7	14. Going to the zoo
90.8	15. Reading fairy stories	90.7	15. Buying presents for others	98.7	15. Reading fairy stories
90.8	16. Reading magazines	90.7	16. Listening to stories	98.7	16. Reading fairy stories
90.8	17. Playing in sand, snow	90.7	17. Listening to stories	98.7	17. Going on picnics
90.8	18. Playing with animals	90.7	18. Reading fairy stories	98.7	18. Reading a story
90.8	19. Celebrating holidays	90.7	19. Celebrating holidays	98.7	19. Celebrating holidays
90.8	20. Going shopping	90.7	20. Playing with animals	98.7	20. Going to Sunday School
90.8	21. Visiting friends	90.7	21. Choosing your own clothes	98.7	21. Choosing your own clothes

Table XI was derived from Master Chart II. The column marked Girls in each of the three economic groups was checked to discover the twenty activities or interests that had the highest per cent of preference by the girls.

Swimming appears to have the highest per cent of preference. Reading jokes is an activity preferred by the higher economic group of girls and the lower economic girls, having the most popular rank with the latter. Card games are again preferred only by the girls of the higher economic group. Sunday School is preferred by the average and lower economic groups but not by the higher economic group. Reading fairy stories and magazines are preferred by the girls of the higher economic group in addition to reading the funnies, which again has a high place of preference. Listening to the radio is enjoyed only by many of the average and lower economic background girls.

1. Listening to friends	80.7	2. Playing with animals	82.1	3. Going to the zoo	80.0
4. Celebrating holidays	81.7	5. Caring for pets	80.0	6. Reading	80.0
7. Tag	80.8	8. Card games	80.0	9. Painting	80.0
10. Hide and seek	80.8	11. Not playing	78.3	12. Trying presents for others	80.0
13. Listening to the radio	80.8	14. Painting	79.9	15. Reading fairy stories	80.0
16. Earning money	79.9	17. Helping father	79.9	18. Winkles	80.0
19. Playing in sand, snow	78.0	20. Playing with pet dogs	77.0	21. Going to the movies	80.0
22. Listening to stories	78.0	23. Helping in school	76.0	24. Sometimes	81.4
25. Painting	78.0	26. Going to an assembly	76.0	27. Listening to stories	81.4
28. Trying presents for others	78.0	29. Drawing	76.0	30. Earning money	80.0
31. Listening to comedies	76.0	32. Tag	76.0	33. Drawing	76.0
		34. Drawing with clay	76.0	35. Hide and seek	76.0
				36. Playing with pet kittens	76.0
				37. Going to Sunday School	75.0

Table XI was derived from Master Chart II. The column marked Girls

in each of the three economic groups was checked to discover the twenty activities or interests that had the highest per cent of preference by the girls.

Swimming appears to have the highest per cent of preference. Hand-

ing games is an activity preferred by the higher economic group of girls and the lower economic girls, having the most popular rank with the latter. Card games are again preferred only by the girls of the higher economic group.

Sunday School is preferred by the average and lower economic groups but not by the higher economic group. Reading fairy stories and magazines are

preferred by the girls of the higher economic group in addition to reading the funnies, which again has a high place of preference. Listening to the radio is enjoyed only by many of the average and lower economic background girls.

TABLE XII

THE TWENTY MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE,
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE BOYS AND GIRLS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Total %	Items	Total %	Items	Total %
1. Swimming	91.5	1. Swimming	93.7	1. Swimming	93.0
2. Reading the funnies	87.8	2. Riding a bicycle	91.6	2. Reading the funnies	87.2
3. Riding a bicycle	87.8	3. Reading the funnies	88.4	3. Reading jokes	87.2
4. Visiting the beach	87.8	4. Listening to the radio	87.4	4. Visiting the beach	87.2
5. Going on picnics	86.6	5. Reading jokes	86.3	5. Listening to the radio	86.0
6. Going to the movies	86.6	6. Visiting the beach	85.3	6. Visiting friends	86.0
7. Card games	85.4	7. Listening to stories	83.2	7. Celebrating holidays	84.9
8. Reading jokes	85.4	8. Going on picnics	83.2	8. Going on picnics	84.9
9. Going to the zoo	84.1	9. Playing with animals	82.1	9. Going to the zoo	82.6
10. Visiting friends	82.9	10. Caring for pets	80.0	10. Painting	82.6
11. Celebrating holidays	81.7	11. Card games	80.0	11. Buying presents for others	82.6
12. Tag	80.5	12. Just playing catch	78.9	12. Reading fairy stories	82.6
13. Hide and seek	80.5	13. Painting	78.9	13. Going to the movies	82.6
14. Listening to the radio	80.5	14. Helping father	78.9	14. Listening to comedians	81.4
15. Earning money	79.3	15. Playing with pet dogs	77.9	15. Listening to stories	81.4
16. Playing in sand, snow	78.0	16. Helping in school	76.8	16. Earning money	80.2
17. Listening to stories	78.0	17. Going to an assembly	76.8	17. Drawing	79.1
18. Painting	78.0	18. Drawing	76.8	18. Hide and seek	79.1
19. Buying presents for others	78.0	19. Tag	76.8	19. Playing with pet kittens	77.9
20. Listening to comedians	75.6	20. Coasting with sled	76.8	20. Going to Sunday School	77.9

TABLE XII

THE TWENTY MOST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE,
OF THE THREE ECONOMIC GROUPS

POWER GRADE BOYS AND GIRLS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Total	Items	Total	Items	Total	Items
81.8	1. Swimming	83.7	1. Swimming	88.0	1. Swimming
87.3	2. Reading the funnies	91.8	2. Riding a bicycle	87.3	2. Reading the funnies
87.3	3. Riding a bicycle	88.4	3. Reading the funnies	87.3	3. Reading jokes
87.3	4. Visiting the beach	87.4	4. Listening to the radio	87.3	4. Visiting the beach
88.8	5. Going on picnics	88.3	5. Reading jokes	88.0	5. Listening to the radio
88.8	6. Going to the movies	88.3	6. Visiting the beach	88.0	6. Visiting friends
88.4	7. Card games	88.4	7. Listening to the radio	84.3	7. Celebrating holidays
85.4	8. Reading jokes	85.4	8. Going on picnics	84.3	8. Going on picnics
88.8	9. Playing with animals	88.3	9. Playing with animals	84.3	9. Going to the movies
81.7	10. Caring for pets	80.0	10. Caring for pets	82.3	10. Painting
80.8	11. Card games	80.0	11. Card games	82.3	11. Buying presents
80.8	12. Just playing catch	78.3	12. Just playing catch	82.3	12. For others
80.8	13. The radio	78.3	13. Painting	82.3	13. Reading fairy stories
78.3	14. Helping father	78.3	14. Helping father	82.3	14. Going to the movies
78.0	15. Playing in sand, snow	77.3	15. Playing with pet dogs	82.3	15. Listening to comedians
78.0	16. Helping in school	78.3	16. Helping in school	81.4	16. Listening to comedians
78.0	17. Going to an assembly	78.3	17. Going to an assembly	81.4	17. Listening to comedians
78.0	18. Drawing	78.3	18. Drawing	80.3	18. Earning money
78.1	19. Tag	78.3	19. Tag	78.1	19. Drawing
78.1	20. Listening to comedians	78.3	20. Listening with pet friends	78.1	20. Ride and seek
77.3	20. Going to Sunday School	77.3	20. Going to Sunday School	77.3	20. Going to Sunday School

Table XII was derived from Master Chart II. The column marked Total in each of the three economic groups was checked to discover the twenty activities or interests that had the highest per cent of preference by both boys and girls.

Swimming is obviously the preferred activity of both boys and girls. Reading the funnies is high in all three economic groups. Riding a bicycle, very high in both the higher and average economic groups is not mentioned in the lower economic group. This is due probably to economic reasons. Going to the movies is not popular at all in preference with the average economic group. Reading jokes is high on the list of all three groups. Children in the lower economic group prefer to read fairy stories. Listening to the radio, very high in preference with the average economic group, is next in rank to reading of the funnies, being closely followed by the reading of jokes.

The preferences of the lower economic group are more numerous than those of either of the other two groups.

1. Swimming	35.0	2. Reading	34.0	3. Reading funnies	33.0
4. Riding a bicycle	32.0	5. Listening to the radio	31.0	6. Reading jokes	30.0
7. Going to the movies	29.0	8. Collecting	28.0	9. Reading fairy stories	27.0
10. Writing stories	26.0	11. Drawing	25.0	12. Playing games	24.0
13. Building bridges	23.0	14. Building a boat	22.0	15. Building a house	21.0
16. Building a car	20.0	17. Building a plane	19.0	18. Building a ship	18.0
19. Building a machine	17.0	20. Building a motor	16.0	21. Building a car	15.0
22. Building a house	14.0	23. Building a boat	13.0	24. Building a plane	12.0
25. Building a ship	11.0	26. Building a machine	10.0	27. Building a motor	9.0
28. Building a car	8.0	29. Building a house	7.0	30. Building a boat	6.0
31. Building a plane	5.0	32. Building a ship	4.0	33. Building a machine	3.0
34. Building a motor	2.0	35. Building a car	1.0	36. Building a house	0.0

Table XII was derived from Master Chart II. The column marked Total

in each of the three economic groups was checked to discover the twenty

activities or interests that had the highest per cent of preference by

both boys and girls.

Swimming is obviously the preferred activity of both boys and girls.

Reading the funnies is high in all three economic groups. Hiding a bicycle,

very high in both the higher and average economic groups is not mentioned

in the lower economic group. This is due probably to economic reasons.

Going to the movies is not popular at all in preference with the average

economic group. Reading jokes is high on the list of all three groups.

Children in the lower economic group prefer to read fairy stories. Listen-

ing to the radio, very high in preference with the average economic group,

is next in rank to reading of the funnies, being closely followed by the

reading of jokes.

The preferences of the lower economic group are more numerous than

those of either of the other two groups.

TABLE XIII

THE TWENTY LEAST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE,
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE BOYS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Boys %	Items	Boys %	Items	Boys %
1. Playing with dolls	2.4	1. Playing with dolls	2.4	1. Paper dolls	6.8
2. Paper dolls	7.3	2. London bridge	7.3	2. Playing with dolls	6.8
3. Playing nurse	7.3	3. Playing house	7.3	3. Collecting dolls	9.1
4. Collecting dolls	9.8	4. Paper dolls	9.8	4. Quoits	11.4
5. Playing house	12.2	5. Knitting	12.2	5. Knitting	13.6
6. Mud pies	14.6	6. Hopscotch	12.2	6. Playing house	13.6
7. Playing Sunday School	14.6	7. Playing nurse	12.2	7. Bumming rides	13.6
8. Collecting house pictures	14.6	8. Collecting dolls	12.2	8. Mud pies	15.9
9. Knitting	17.1	9. Jumping rope	14.6	9. Playing nurse	15.9
10. Playing school	17.1	10. Dressing in older folks' clothing	17.1	10. Sneaking into places where admission is charged	20.4
11. Playing the piano	19.5	11. Jacks	17.1	11. London bridge	22.7
12. Bumming rides	19.5	12. Singing games	17.1	12. Hop, skip and jump	25.0
13. Dancing	19.5	13. Mud pies	19.5	13. Playing Sunday School	25.0
14. Dressing in older folks' clothing	19.5	14. Playing school	19.5	14. Old witch	25.0
15. Old witch	22.0	15. Rolling a hoop	24.4	15. Jacks	27.3
16. Singing in a choir	22.0	16. Offering to recite	24.4	16. Jumping rope	27.3
17. Collecting insects	22.0	17. Dancing	24.4	17. Hop scotch	27.3
18. Collecting knick knacks	22.0	18. Old witch	24.4	18. Throwing stones	29.5
19. Hop scotch	24.4	19. Writing stories	26.8	19. Catching snakes	29.5
20. Hop, skip and jump	24.4	20. Writing poems	26.8	20. Borrowing and lending money	29.5

TABLE XIII

THE TWENTY LEAST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE,
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE BOYS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Boys	Items	Boys	Items	Boys	Items
1.	Playing with dolls	1.	Playing with dolls	1.	Paper dolls
2.	Paper dolls	2.	London bridge	2.	Playing with dolls
3.	Playing nurse	3.	Playing house	3.	Collecting dolls
4.	Collecting dolls	4.	Paper dolls	4.	Dolls
5.	Playing house	5.	Knitting	5.	Knitting
6.	Knitting	6.	Knitting	6.	Knitting
7.	Playing Sunday school	7.	Playing nurse	7.	Playing
8.	Collecting house pictures	8.	Collecting dolls	8.	house
9.	Knitting	9.	Knitting	9.	house
10.	Playing school	10.	Knitting	10.	house
11.	Playing the piano	11.	Knitting	11.	house
12.	Playing the piano	12.	Knitting	12.	house
13.	Playing the piano	13.	Knitting	13.	house
14.	Playing the piano	14.	Knitting	14.	house
15.	Playing the piano	15.	Knitting	15.	house
16.	Playing the piano	16.	Knitting	16.	house
17.	Playing the piano	17.	Knitting	17.	house
18.	Playing the piano	18.	Knitting	18.	house
19.	Playing the piano	19.	Knitting	19.	house
20.	Playing the piano	20.	Knitting	20.	house
21.	Playing the piano	21.	Knitting	21.	house
22.	Playing the piano	22.	Knitting	22.	house
23.	Playing the piano	23.	Knitting	23.	house
24.	Playing the piano	24.	Knitting	24.	house
25.	Playing the piano	25.	Knitting	25.	house
26.	Playing the piano	26.	Knitting	26.	house
27.	Playing the piano	27.	Knitting	27.	house
28.	Playing the piano	28.	Knitting	28.	house
29.	Playing the piano	29.	Knitting	29.	house
30.	Playing the piano	30.	Knitting	30.	house

Table XIII was derived from Master Chart II. The column marked Boys in each of the three economic groups was checked to discover the twenty activities or interests that had the lowest per cents of preference by the boys.

Playing with dolls, paper dolls, collecting dolls, playing nurse, playing house, making mud pies and knitting are all activities which obviously are not preferred by the boys. Simple games such as hop, skip and jump, old witch and singing games are no longer preferred.

It can be noted that any kind of reading is not in the list of least preferred activities.

Table XII was derived from Master Chart II. The column marked

Boys in each of the three economic groups was checked to discover the twenty activities or interests that had the lowest per cents of preference by the boys.

Playing with dolls, paper dolls, collecting dolls, playing nurse, playing house, making and mending and knitting are all activities which obviously are not preferred by the boys. Single games such as hop, skip and jump, old witch and similar games are no longer preferred.

It can be noted that any kind of reading is not in the list of

least preferred activities.

TABLE XIV

THE TWENTY LEAST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE,
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE GIRLS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Girls %	Items	Girls %	Items	Girls %
1. Playing cowboys	7.3	1. Catching snakes	9.3	1. Making airplane models	4.8
2. Catching snakes	7.3	2. Quoits	11.1	2. Hockey	7.1
3. Throwing stones	9.8	3. Bumming rides	13.0	3. Fighting with others and gang	7.1
4. Riding in a soap box	12.2	4. Teasing girls, scaring and annoying	13.0	4. Catching snakes	7.1
5. Making airplane models	12.2	5. Playing around the streets at night	13.0	5. Boxing	9.5
6. Soccer	12.2	6. Pinching little things like apples, candy	13.0	6. Riding in a soap box	11.9
7. Teasing girls, scaring and annoying	12.2	7. Boxing	14.8	7. G-Men	11.9
8. G-Men	14.6	8. Hunting	16.7	8. Archery	11.9
9. Playing Indians	14.6	9. Chemistry	16.7	9. Quoits	14.3
10. Playing with bows and arrows	14.6	10. Listening to news	20.4	10. Throwing stones	14.3
11. Playing fire engine (hook and ladder)	14.6	11. Carrying out fuel	20.4	11. Sneaking into places where admission is charged	14.3
12. Collecting insects	14.6	12. Making airplane models	22.2	12. Bumming rides	14.3
13. Bumming rides	14.6	13. Riding in a soap box	22.2	13. Teasing girls scaring and annoying	14.3
14. Borrowing and lending money	14.6	14. Having a paper route	22.2	14. Playing around the streets at night	14.3
15. Chemistry	17.1	15. Playing fire engine (hook and ladder)	25.9	15. Building a dam	16.7
16. Archery	17.1	16. Watching insects	25.9	16. Chemistry	19.0
17. Fighting with others and gang	17.1	17. Carrying in fuel	25.9	17. Railroads	19.0
18. Having a paper route	17.1	18. Soccer	27.8	18. Mud pies	21.4
19. Football	19.5	19. Throwing stones	27.8	19. Wrestling	21.4
20. Hunting	19.5	20. Listening to reports of sporting events	27.8	20. Making an aquarium	21.4

Table XIV was derived from Master Chart II. The column marked Girls in each of the three economic groups was checked to discover the twenty activities or interests that had the lowest per cents of preference by the girls.

Catching snakes is not preferred by the girls of any of the three groups. Making airplane models does not interest the girls of the higher economic group nor the lower economic group. Fighting with others and gang is definitely not preferred by the lower economic group of girls nor by the higher economic group. Girls in the fourth grade do not prefer to play around the streets at night. Possibly this is by order rather than by pure choice. Such activities as bumming rides, teasing girls, scaring and annoying, playing G-Men, playing hockey, boxing, and soccer are not activities of fourth grade girls. Reading is not included anywhere on the lists.

Table XIV was derived from Master Chart II. The column marked

Girls in each of the three economic groups was checked to discover the twenty activities or interests that had the lowest per cents of preference by the girls.

Casualty games is not preferred by the girls of any of the three groups. Making airplane models does not interest the girls of the higher economic group nor the lower economic group. Tinkering with others and guns is definitely not preferred by the lower economic group of girls nor by the higher economic group. Girls in the fourth grade do not prefer to play around the streets at night. Possibly this is by order rather than by pure choice. Such activities as burning tires, teasing girls, teasing and annoying, playing G-men, playing hockey, boxing, and soccer are not activities of fourth grade girls. Reading is not included anywhere on the lists.

TABLE XV

THE TWENTY LEAST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE,
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE BOYS AND GIRLS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Total %	Items	Total %	Items	Total %
1. Camp fire girls	12.2	1. Boy Scouts	15.8	1. Quoits	12.8
2. Bumming rides	17.1	2. Quoits	18.9	2. Bumming rides	14.0
3. Collecting insects	18.3	3. Pinching little things like apples, candy	18.9	3. Building a dam	16.7
4. Throwing stones	20.7	4. Girl Scouts	20.0	4. Sneaking into places where admission is charged	17.4
5. Mud pies	20.7	5. Bumming rides	20.0	5. Mud pies	18.6
6. Hockey	22.0	6. Cub scouts	22.0	6. Catching snakes	18.6
7. Taking after-noon naps	22.0	7. Camp fire girls	23.2	7. Hockey	19.8
8. Borrowing and lending money	23.2	8. Catching snakes	24.2	8. Fighting with others and gang	19.8
9. Playing fire engine (hook and ladder)	23.2	9. Brownies	25.3	9. Soccer	21.4
10. Riding in a soap box	24.4	10. Listening to news	26.3	10. Throwing stnes	22.1
11. Making an aquarium	24.4	11. Mud pies	27.3	11. Pinching little things like apples, candy	24.4
12. Soccer	25.6	12. Fighting with others and gang	27.3	12. Playing Indians	26.2
13. Girl Scouts	25.6	13. Boxing	28.4	13. Playing fire engine (hook and ladder)	26.2
14. Collecting house pictures	25.6	14. Sneaking into places where admission is charged	28.4	14. Boxing	26.7
15. Boy Scouts	26.8	15. Carrying out fuel	28.4	15. Riding in a soap box	26.7
16. Carrying out fuel	26.8	16. Taking after-noon naps	30.5	16. Making an aquarium	26.7
17. Pinching little things like apples, candy	28.0	17. Soccer	31.6	17. Girl Scouts	27.9
18. Catching snakes	28.0	18. Hunting	32.6	18. G-Men	30.2
19. Rolling a hoop	29.3	19. Hockey	32.6	19. Soccer	31.4
20. Playing nurse	29.3	20. Playing fire engine (hook and ladder)	32.6	20. Rolling s hoop	31.4

TABLE XV

THE TWENTY LEAST POPULAR ACTIVITIES, AS JUDGED BY STATED PREFERENCE,
OF THE THREE ECONOMIC GROUPS

FOURTH GRADE BOYS AND GIRLS

Higher Economic Background		Average Economic Background		Lower Economic Background	
Items	Total %	Items	Total %	Items	Total %
1. Camp fire girls	12.2	1. Boy Scouts	12.8	1. Quizzes	12.8
2. Swimming rides	17.1	2. Quizzes	12.9	2. Building rides	14.0
3. Collecting insects	18.2	3. Fishing little things like		3. Building a dam	18.7
4. Throwing stones	20.7	4. apples, candy	18.2	4. Smoking into glass where admission is	
5. Mud pies	20.7	4. Girl Scouts	20.0	5. Shared	17.4
6. Hockey	22.0	5. Swimming rides	20.0	6. Mud pies	18.2
7. Taking after-noon naps	22.0	6. Girl Scouts	22.0	6. Catching snakes	18.2
8. Borrowing and lending money	22.2	7. Camp fire girls	22.2	7. Hockey	18.2
9. Playing live engine (hook and ladder)	22.2	8. Catching snakes	24.2	8. Fighting with others and	
10. Riding in a soap box	24.4	9. Borrowing	22.2	9. Soccer	21.1
11. Making an aquarium	24.4	10. Listening to news	22.2	10. Throwing stones	22.1
12. Soccer	25.6	11. Mud pies	27.2	11. Fishing little things like	
13. Girl Scouts	25.8	12. Fighting with others and		12. Playing	24.4
14. Collecting house pictures	25.8	13. Boxing	28.4	13. Indians	26.2
15. Boy Scouts	25.8	14. Smoking into glass where admission is		14. Playing live engine (hook and ladder)	26.2
16. Carrying out fuel	25.8	15. Carrying out fuel	28.4	15. Playing live engine (hook and ladder)	26.2
17. Fishing little things like		16. Taking after-noon naps	30.2	16. Boxing	26.7
18. Hunting	26.2	17. Soccer	31.2	17. Riding in a soap box	26.7
19. Hockey	26.2	18. Making an aquarium	32.2	18. Making an aquarium	26.7
20. Playing live engine (hook and ladder)	26.2	19. Girl Scouts	32.2	19. Girl Scouts	27.2
21. Playing nurse	26.2	20. Soccer	32.2	20. Soccer	27.2
		21. Soccer	32.2	21. Soccer	27.2
		22. Rolling a hoop	31.4	22. Rolling a hoop	31.4

Table XV was derived from Master Chart II. The column marked Total in each of the three economic groups was checked to discover the twenty activities or interests that had the lowest per cents of boys and girls combined preferring the activities.

Camp fire girls are not preferred by the higher or the average economic groups as a whole. Fourth graders in general are not ready for the Boy Scouts and the Girl Scouts. This explains the obvious lack of preference. Hockey and soccer are not fourth grade sports. Taking afternoon naps is not such a necessity any longer.

As stated before, such activities as playing nurse, playing fire engine, making mud pies, rolling a hoop, and just throwing stones are obviously no longer on the preferred list of fourth grade activities.

Reading is not included anywhere on the lists.

TABLE XVI

COMPARISON OF ACTIVITIES
PARTICIPATION versus PREFERENCE

THE TWENTY MOST POPULAR ACTIVITIES
OF FOURTH GRADE BOYS AND GIRLS, AS
JUDGED BY PARTICIPATION AND COM-
PARED WITH PREFERENCE

THE TWENTY LEAST POPULAR ACTIVITIES
OF FOURTH GRADE BOYS AND GIRLS, AS
JUDGED BY PARTICIPATION AND COM-
PARED WITH PREFERENCE

Items	Partici- pation %	Prefer- ence %	Items	Partici- pation %	Prefer- ence %
1. Going to Sunday School	78.3	71.1	1. Quoits	4.9	21.7
2. Listening to the radio	71.9	84.8	2. Bumping rides	4.9	17.1
3. Reading the funnies	71.1	87.8	3. Boy Scouts	5.7	28.5
4. Drawing	70.4	74.9	4. Hunting	6.1	35.7
5. Riding in a car	63.1	73.4	5. Pinching little things like apples, candy	6.5	23.6
6. Swimming	60.5	92.8	6. Visiting flower shows, food, poultry, auto shows	6.5	52.5
7. Studying	58.6	53.2	7. Chemistry	6.8	40.7
8. Helping mother	57.4	73.0	8. Mud pies	6.9	22.4
9. Tag	56.7	76.8	9. Taking afternoon naps	6.9	27.0
10. Listening to stories	56.3	81.0	10. Arranging a bulletin board	7.2	59.7
11. Running errands	52.5	66.5	11. Raising rabbits	7.2	51.7
12. Riding a bicycle	52.1	49.8	12. Riding in a soap box	7.6	30.4
13. Going to church or synagogue	51.0	57.8	13. Sneaking into places where admission is charged	7.6	22.8
14. Visiting the beach	49.8	86.7	14. Collecting insects	8.0	27.8
15. Listening to mystery stories	49.8	67.6	15. Making puppets	8.0	48.7
16. Putting away play things	48.3	57.3	16. Fighting with others and gang	8.0	25.5
17. Going to the movies	47.9	81.4	17. Riding a pony	8.4	76.0
18. Listening to music	47.1	65.8	18. Borrowing and lending money	8.7	29.7
19. Playing with animals	47.1	79.8	19. Rolling a hoop	9.1	31.6
20. Hide and seek	46.8	73.8	20. Walking on stilts	9.1	48.7

TABLE XVI

COMPARISON OF ACTIVITIES
PARTICIPATION WITH PREFERENCE

THE TWENTY MOST POPULAR ACTIVITIES OF FOURTH GRADE BOYS AND GIRLS, AS JUDGED BY PARTICIPATION AND COM- PARED WITH PREFERENCE			THE TWENTY LEAST POPULAR ACTIVITIES OF FOURTH GRADE BOYS AND GIRLS, AS JUDGED BY PARTICIPATION AND COM- PARED WITH PREFERENCE		
Items	Partici- pation	Prefer- ence	Items	Partici- pation	Prefer- ence
1. Going to Sunday School	78.3	71.1	1. Quizzes	4.9	21.7
2. Listening to the radio	71.9	84.8	2. Bouncing rides	4.9	17.1
3. Reading the funnies	71.1	87.8	3. Boy Scouts	5.7	28.8
4. Drawing	70.4	74.3	4. Hunting	6.1	88.7
5. Riding in a car	68.1	73.4	5. Hitting little things like apples, candy	6.8	28.8
6. Swimming	60.8	82.8	6. Visiting flower shows, food, poultry, auto shows	6.8	82.8
7. Rhythmic	58.8	53.8	7. Chemistry	6.8	40.7
8. Helping mother	57.4	78.8	8. Mad eyes	6.8	32.4
9. Tag	58.7	78.8	9. Taking afternoon naps	6.8	27.0
10. Listening to stories	58.3	81.0	10. Arranging a bulletin board	7.3	52.7
11. Reading comics	58.8	68.8	11. Making rabbits	7.3	51.7
12. Riding a bicycle	52.1	48.8	12. Being in a soap box	7.8	88.4
13. Going to church or synagogue	51.0	57.8	13. Entering into places where admission is charged	7.8	22.8
14. Visiting the beach	48.8	88.7	14. Collecting insects	8.0	27.8
15. Listening to mystery stories	48.8	67.8	15. Making puppets	8.0	48.7
16. Putting away play things	48.3	57.8	16. Fighting with others	8.0	28.8
17. Going to the movies	47.9	81.4	17. Hiding a pony	8.4	78.0
18. Listening to music	47.1	68.8	18. Borrowing and lending money	8.7	28.7
19. Playing with animals	47.1	78.8	19. Making a hoop	9.1	31.8
20. Hide and seek	48.8	78.8	20. Walking on stilts	9.1	48.7

Table XVI is derived from Master Charts I and II, making a comparison between participation and preference of the twenty most popular activities of all boys and girls, regardless of economic grouping and a comparison between participation and preference of the twenty least popular activities of all boys and girls, regardless of economic grouping.

As can be noted, the differences between participation and preference are not significant in the twenty most popular activities with the possible exception of swimming, listening to stories, visiting the beach, going to the movies, playing with animals and hide and seek.

In the list of least popular activities, the differences between participation and preference are a little higher. Such an activity as raising rabbits is participated in by 7.2 per cent of all boys and girls. However, the same activity is preferred by 51.7 per cent. Economic reasons probably cause this difference. Riding a pony can be compared in the same way. Participation is 8.4 per cent and preference 76.0 per cent.

Reading is not included in the least popular lists anywhere.

Tables XVII - XX follow with an analysis of participation according to sex, economic background and age. The case numbers are not too numerous, because it was difficult to match the intelligence quotients so that they would be twenty points apart. The chronological ages were kept as constant as possible.

Table XVI is derived from Table I and II, making a comparison between participation and preference of the twenty most popular activities of all boys and girls, regardless of economic grouping and a comparison between participation and preference of the twenty least popular activities of all boys and girls, regardless of economic grouping.

As can be noted, the differences between participation and preference are not significant in the twenty most popular activities with the possible exception of swimming, listening to stories, visiting the beach, going to the movies, playing with animals and hide and seek.

In the list of least popular activities, the differences between participation and preference are a little higher. Such an activity as raising rabbits is participated in by 7.2 per cent of all boys and girls. However, the same activity is preferred by 12.7 per cent. Economic reasons probably cause this difference. Riding a pony can be compared in the same way. Participation is 6.4 per cent and preference 18.0 per cent.

Reading is not included in the least popular list anywhere.

Tables XVII - XX follow with an analysis of participation according to sex, economic background and age. The case numbers are not too numerous, because it was difficult to make the intelligence quotients so that they would be twenty points apart. The chronological ages were kept as constant as possible.

TABLE XVII

ANALYSIS OF PARTICIPATION, ACCORDING TO SEX, ECONOMIC BACKGROUND AND AGE
16 FOURTH GRADE BOYS OF HIGHER ECONOMIC BACKGROUND

Lower Intelligence Quotients						Higher Intelligence Quotients							
No.	Sex	Economic Back- ground	C.A.	M.A.	I.Q.	Number Partici- pations	No.	Sex	Economic Back- ground	C.A.	M.A.	I.Q.	Number Partici- pations
10	M	H	9-11	8-1	82	7	78	M	H	9-11	9-2	108	24
45	M	H	9- 3	8-3	89	81	6	M	H	9- 0	9-10	109	41
42	M	H	9- 8	7-10	81	130	84	M	H	9- 9	9-1	107	109
81	M	H	8-10	8-11	99	16	46	M	H	8- 7	10-3	119	71
49	M	H	11- 3	10-9	96	59	72	M	H	11- 4	9-5	120	58
55	M	H	9- 3	8-7	93	137	50	M	H	9- 2	10-5	114	17
5	M	H	9- 6	7-8	81	56	74	M	H	9- 7	8-9	110	75
75	M	H	8-10	10-1	88	22	51	M	H	8- 6	9-8	114	46
Average C.A. 9-7						Average C.A. 9-6							
Average M.A. 8-9						Average M.A. 9-7							
Average number of participations 64						Average number of participations 55							

The average C.A. for the group of eight fourth grade boys of a higher economic background with normal and below normal intelligence quotients is nine years, seven months (9-7) and the average M.A. for the same group is eight years, nine months (8-9) with the number of participations averaging sixty four.

The average C.A. for the group of eight fourth grade boys of a higher economic background with normal and above normal intelligence quotients is nine years, six months (9-6) and the average M.A. for the same group is nine years, seven months (9-7) with the number of participations averaging fifty-five.

There was no significant difference in participation between the two groups when sex, economic background and age were considered.

TABLE XVII

ANALYSIS OF PARTICIPATION, ACCORDING TO SEX, ECONOMIC BACKGROUND AND AGE
 IS FOURTH GRADE BOYS OF HIGHER ECONOMIC BACKGROUND

Lower Intelligence Quotients				Higher Intelligence Quotients			
Economic Background		Number of Participation		Economic Background		Number of Participation	
Sex	Age	No.	Avg.	Sex	Age	No.	Avg.
M	8-10	82	32	M	8-10	73	34
F	8-10	81	31	F	8-10	72	33
M	7-9	80	30	M	7-9	71	32
F	7-9	79	29	F	7-9	70	31
M	6-7	78	28	M	6-7	69	30
F	6-7	77	27	F	6-7	68	29
M	5-6	76	26	M	5-6	67	28
F	5-6	75	25	F	5-6	66	27
M	4-5	74	24	M	4-5	65	26
F	4-5	73	23	F	4-5	64	25
M	3-4	72	22	M	3-4	63	24
F	3-4	71	21	F	3-4	62	23
M	2-3	70	20	M	2-3	61	22
F	2-3	69	19	F	2-3	60	21
M	1-2	68	18	M	1-2	59	20
F	1-2	67	17	F	1-2	58	19
M	0-1	66	16	M	0-1	57	18
F	0-1	65	15	F	0-1	56	17
M	0-1	64	14	M	0-1	55	16
F	0-1	63	13	F	0-1	54	15
M	0-1	62	12	M	0-1	53	14
F	0-1	61	11	F	0-1	52	13
M	0-1	60	10	M	0-1	51	12
F	0-1	59	9	F	0-1	50	11
M	0-1	58	8	M	0-1	49	10
F	0-1	57	7	F	0-1	48	9
M	0-1	56	6	M	0-1	47	8
F	0-1	55	5	F	0-1	46	7
M	0-1	54	4	M	0-1	45	6
F	0-1	53	3	F	0-1	44	5
M	0-1	52	2	M	0-1	43	4
F	0-1	51	1	F	0-1	42	3
M	0-1	50	0	M	0-1	41	2
F	0-1	49	0	F	0-1	40	1

The average I.Q. for the group of eight fourth grade boys of a higher economic background with normal and above normal intelligence is nine years, seven months (8-7) and the average I.Q. for the same group is eight years, nine months (8-9) with the number of participations averaging sixty-four.

The average I.Q. for the group of eight fourth grade boys of a higher economic background with normal and above normal intelligence is nine years, six months (9-6) and the average I.Q. for the same group is nine years, seven months (9-7) with the number of participations averaging fifty-five.

There was no significant difference in participation between the two groups when sex, economic background and age were considered.

TABLE XVIII

ANALYSIS OF PARTICIPATION, ACCORDING TO SEX, ECONOMIC BACKGROUND AND AGE
20 FOURTH GRADE GIRLS OF HIGHER ECONOMIC BACKGROUND

Lower Intelligence Quotients							Higher Intelligence Quotients						
Economic Back			Number Participations				Economic Back			Number Participations			
No.	Sex	ground	C.A.	M.A.	I.Q.		No.	Sex	ground	C.A.	M.A.	I.Q.	
40	F	H	9-1	7-9	85	15	38	F	H	9-1	10-2	112	65
34	F	H	8-10	7-2	81	118	25	F	H	8-9	9-3	106	49
57	F	H	9-3	9-6	97	124	36	F	H	9-6	11-3	118	17
68	F	H	8-9	10-5	84	30	33	F	H	8-9	10-8	122	55
21	F	H	9-8	8-2	84	35	27	F	H	9-6	10-4	109	25
60	F	H	8-4	8-8	96	40	39	F	H	8-5	9-10	117	29
31	F	H	9-0	9-4	104	56	20	F	H	9-0	11-5	127	18
37	F	H	9-4	9-3	99	4	19	F	H	9-1	11-0	121	35
13	F	H	9-8	8-3	85	21	11	F	H	9-9	10-6	108	66
62	F	H	9-5	9-2	103	32	15	F	H	9-5	11-9	125	31

Average C.A. 9-2

Average M.A. 8-9

Average number of
participations 48

Average C.A. 8-9

Average M.A. 10-8

Average number of
participations 39

The average C.A. for the group of ten fourth grade girls of a higher economic background with normal and below normal intelligence quotients is nine years, two months (9-2) and the average M.A. for the same group is eight years, nine months (8-9) with the number of participations averaging forty-eight.

The average C.A. for the group of ten fourth grade girls of a higher economic background with normal and above normal intelligence quotients is eight years, nine months (8-9) and the average M.A. for the same group is ten years, eight months (10-8) with the number of participations averaging thirty-nine.

There is no significant difference between the two groups in participation.

TABLE XVIII

ANALYSIS OF PARTICIPATION, ACCORDING TO SEX, ECONOMIC BACKGROUND AND AGE
20 FOURTH GRADE GIRLS OF HIGHT ECONOMIC BACKGROUND

Lower Intelligence Quotients		Higher Intelligence Quotients		Economic Background		Age		Sex		No. of Participants	
Lower Intelligence Quotients	Lower Intelligence Quotients	Higher Intelligence Quotients	Higher Intelligence Quotients	Economic Background	Economic Background	Age	Age	Sex	Sex	No. of Participants	No. of Participants
40	40	88	88	H	H	9-1	9-1	F	F	1	1
41	41	89	89	H	H	9-2	9-2	F	F	1	1
42	42	90	90	H	H	9-3	9-3	F	F	1	1
43	43	91	91	H	H	9-4	9-4	F	F	1	1
44	44	92	92	H	H	9-5	9-5	F	F	1	1
45	45	93	93	H	H	9-6	9-6	F	F	1	1
46	46	94	94	H	H	9-7	9-7	F	F	1	1
47	47	95	95	H	H	9-8	9-8	F	F	1	1
48	48	96	96	H	H	9-9	9-9	F	F	1	1
49	49	97	97	H	H	9-10	9-10	F	F	1	1
50	50	98	98	H	H	9-11	9-11	F	F	1	1
51	51	99	99	H	H	9-12	9-12	F	F	1	1
52	52	100	100	H	H	9-13	9-13	F	F	1	1
53	53	101	101	H	H	9-14	9-14	F	F	1	1
54	54	102	102	H	H	9-15	9-15	F	F	1	1
55	55	103	103	H	H	9-16	9-16	F	F	1	1
56	56	104	104	H	H	9-17	9-17	F	F	1	1
57	57	105	105	H	H	9-18	9-18	F	F	1	1
58	58	106	106	H	H	9-19	9-19	F	F	1	1
59	59	107	107	H	H	9-20	9-20	F	F	1	1
60	60	108	108	H	H	9-21	9-21	F	F	1	1
61	61	109	109	H	H	9-22	9-22	F	F	1	1
62	62	110	110	H	H	9-23	9-23	F	F	1	1
63	63	111	111	H	H	9-24	9-24	F	F	1	1
64	64	112	112	H	H	9-25	9-25	F	F	1	1
65	65	113	113	H	H	9-26	9-26	F	F	1	1
66	66	114	114	H	H	9-27	9-27	F	F	1	1
67	67	115	115	H	H	9-28	9-28	F	F	1	1
68	68	116	116	H	H	9-29	9-29	F	F	1	1
69	69	117	117	H	H	9-30	9-30	F	F	1	1
70	70	118	118	H	H	9-31	9-31	F	F	1	1
71	71	119	119	H	H	9-32	9-32	F	F	1	1
72	72	120	120	H	H	9-33	9-33	F	F	1	1
73	73	121	121	H	H	9-34	9-34	F	F	1	1
74	74	122	122	H	H	9-35	9-35	F	F	1	1
75	75	123	123	H	H	9-36	9-36	F	F	1	1
76	76	124	124	H	H	9-37	9-37	F	F	1	1
77	77	125	125	H	H	9-38	9-38	F	F	1	1
78	78	126	126	H	H	9-39	9-39	F	F	1	1
79	79	127	127	H	H	9-40	9-40	F	F	1	1
80	80	128	128	H	H	9-41	9-41	F	F	1	1
81	81	129	129	H	H	9-42	9-42	F	F	1	1
82	82	130	130	H	H	9-43	9-43	F	F	1	1
83	83	131	131	H	H	9-44	9-44	F	F	1	1
84	84	132	132	H	H	9-45	9-45	F	F	1	1
85	85	133	133	H	H	9-46	9-46	F	F	1	1
86	86	134	134	H	H	9-47	9-47	F	F	1	1
87	87	135	135	H	H	9-48	9-48	F	F	1	1
88	88	136	136	H	H	9-49	9-49	F	F	1	1
89	89	137	137	H	H	9-50	9-50	F	F	1	1
90	90	138	138	H	H	9-51	9-51	F	F	1	1
91	91	139	139	H	H	9-52	9-52	F	F	1	1
92	92	140	140	H	H	9-53	9-53	F	F	1	1
93	93	141	141	H	H	9-54	9-54	F	F	1	1
94	94	142	142	H	H	9-55	9-55	F	F	1	1
95	95	143	143	H	H	9-56	9-56	F	F	1	1
96	96	144	144	H	H	9-57	9-57	F	F	1	1
97	97	145	145	H	H	9-58	9-58	F	F	1	1
98	98	146	146	H	H	9-59	9-59	F	F	1	1
99	99	147	147	H	H	9-60	9-60	F	F	1	1
100	100	148	148	H	H	9-61	9-61	F	F	1	1
101	101	149	149	H	H	9-62	9-62	F	F	1	1
102	102	150	150	H	H	9-63	9-63	F	F	1	1
103	103	151	151	H	H	9-64	9-64	F	F	1	1
104	104	152	152	H	H	9-65	9-65	F	F	1	1
105	105	153	153	H	H	9-66	9-66	F	F	1	1
106	106	154	154	H	H	9-67	9-67	F	F	1	1
107	107	155	155	H	H	9-68	9-68	F	F	1	1
108	108	156	156	H	H	9-69	9-69	F	F	1	1
109	109	157	157	H	H	9-70	9-70	F	F	1	1
110	110	158	158	H	H	9-71	9-71	F	F	1	1
111	111	159	159	H	H	9-72	9-72	F	F	1	1
112	112	160	160	H	H	9-73	9-73	F	F	1	1
113	113	161	161	H	H	9-74	9-74	F	F	1	1
114	114	162	162	H	H	9-75	9-75	F	F	1	1
115	115	163	163	H	H	9-76	9-76	F	F	1	1
116	116	164	164	H	H	9-77	9-77	F	F	1	1
117	117	165	165	H	H	9-78	9-78	F	F	1	1
118	118	166	166	H	H	9-79	9-79	F	F	1	1
119	119	167	167	H	H	9-80	9-80	F	F	1	1
120	120	168	168	H	H	9-81	9-81	F	F	1	1
121	121	169	169	H	H	9-82	9-82	F	F	1	1
122	122	170	170	H	H	9-83	9-83	F	F	1	1
123	123	171	171	H	H	9-84	9-84	F	F	1	1
124	124	172	172	H	H	9-85	9-85	F	F	1	1
125	125	173	173	H	H	9-86	9-86	F	F	1	1
126	126	174	174	H	H	9-87	9-87	F	F	1	1
127	127	175	175	H	H	9-88	9-88	F	F	1	1
128	128	176	176	H	H	9-89	9-89	F	F	1	1
129	129	177	177	H	H	9-90	9-90	F	F	1	1
130	130	178	178	H	H	9-91	9-91	F	F	1	1
131	131	179	179	H	H	9-92	9-92	F	F	1	1
132	132	180	180	H	H	9-93	9-93	F	F	1	1
133	133	181	181	H	H	9-94	9-94	F	F	1	1
134	134	182	182	H	H	9-95	9-95	F	F	1	1
135	135	183	183	H	H	9-96	9-96	F	F	1	1
136	136	184	184	H	H	9-97	9-97	F	F	1	1
137	137	185	185	H	H	9-98	9-98	F	F	1	1
138	138	186	186	H	H	9-99	9-99	F	F	1	1
139	139	187	187	H	H	9-100	9-100	F	F	1	1
140	140	188	188	H	H	9-101	9-101	F	F	1	1
141	141	189	189	H	H	9-102	9-102	F	F	1	1
142	142	190	190	H	H	9-103	9-103	F	F	1	1
143	143	191	191	H	H	9-104	9-104	F	F	1	1
144	144	192	192	H	H	9-105	9-105	F	F	1	1
145	145	193	193	H	H	9-106	9-106	F	F	1	1
146	146	194	194	H	H	9-107	9-107	F	F	1	1
147	147	195	195	H	H	9-108	9-108	F	F	1	1
148	148	196	196	H	H	9-109	9-109	F	F	1	1
149	149	197	197	H	H	9-110	9-110	F	F	1	1
150	150	198	198	H	H	9-111	9-111	F	F	1	1
151	151	199	199	H	H	9-112	9-112	F	F	1	1
152	152	200	200	H	H	9-113	9-113	F	F	1	1
153	153	201	201	H	H	9-114	9-114	F	F	1	1
154	154	202	202	H	H	9-115	9-115	F	F	1	1
155	155	203	203	H	H	9-116	9-116	F	F	1	1
156	156	204	204	H	H	9-117	9-117	F	F	1	1
157	157	205	205	H	H	9-118	9-118	F	F	1	1
158	158	206	206	H	H	9-119	9-119	F	F	1	1
159	159	207	207	H	H	9-120	9-120	F	F	1	1
160	160	208	208	H	H	9-121	9-121	F	F	1	1
161	161	209	209	H	H	9-122	9-122	F	F	1	1
162	162	210	210	H	H	9-123	9-123	F	F	1	1
163	163	211	211	H	H	9-124	9-124	F	F	1	1
164	164	212	212	H	H	9-125	9-125	F	F	1	1
165	165	213	213	H	H	9-126	9-126	F	F	1	1
166	166	214	214	H	H	9-127	9-127	F	F	1	1
167	167	215	215	H	H	9-128	9-128	F	F	1	1
168	168	216	216	H	H	9-129	9-129	F	F	1	1
169	169	217	217	H	H	9-130	9-130	F	F	1	1
170	170	218	218	H	H	9-131	9-131	F	F	1	1
171	171	219	219	H	H	9-132	9-132	F	F	1	1
172	172	220	220	H	H	9-133	9-133	F	F	1	1
173	173	221	221	H	H	9-134	9-134	F	F	1	1
174	174	222	222	H	H	9-135	9-135	F	F	1	1
175	175	223	223	H	H	9-136	9-136	F	F	1	1
176	176	224	224	H	H	9-137	9-137	F	F	1	1
177	177	225	225	H	H	9-138	9-138	F	F	1	1
178	178	226	226	H	H	9-139	9-139	F	F	1	1
179	179	227	227	H	H	9-140	9-140	F	F	1	1

TABLE XIX

ANALYSIS OF PARTICIPATION, ACCORDING TO SEX, ECONOMIC BACKGROUND AND AGE
16 FOURTH GRADE BOYS OF LOWER ECONOMIC BACKGROUND

Lower Intelligence Quotients							Higher Intelligence Quotients						
Economic Back			Number Participations				Economic Back			Number Participations			
No.	Sex	ground	C.A.	M.A.	I.Q.		No.	Sex	ground	C.A.	M.A.	I.Q.	
265	M	L	9-6	7-5	78	50	196	M	L	9-6	9-9	103	41
236	M	L	8-9	7-8	88	53	203	M	L	8-9	9-6	109	21
229	M	L	9-4	8-1	87	76	253	M	L	9-4	10-4	111	36
194	M	L	9-3	7-10	85	32	201	M	L	9-1	9-7	106	33
234	M	L	9-5	7-11	84	21	225	M	L	9-8	10-3	106	26
259	M	L	9-1	8-1	89	40	197	M	L	9-0	9-10	109	13
195	M	L	9-2	8-6	93	52	262	M	L	9-6	10-11	115	66
252	M	L	8-9	8-3	93	57	257	M	L	8-8	10-0	115	78
Average C.A. 8-9							Average C.A. 9-2						
Average M.A. 8-0							Average M.A. 10-0						
Average number of participations 48							Average number of participations 39						

The average C.A. for the group of eight fourth grade boys of a lower economic background with normal and below normal intelligence quotients is eight years, nine months (8-9) and the average M.A. for the same group is eight years (8-0) with the number of participations averaging forty-eight.

The average C.A. for the group of eight fourth grade boys of a lower economic background with normal and above normal intelligence quotients is nine years, two months (9-2) and the average M.A. for the same group is ten years (10-0) with the number of participations averaging thirty-nine.

There, again, is no significant difference between the two groups in participation.

TABLE XX

ANALYSIS OF PARTICIPATION, ACCORDING TO SEX, ECONOMIC BACKGROUND AND AGE
20 FOURTH GRADE GIRLS OF LOWER ECONOMIC BACKGROUND

Lower Intelligence Quotients							Higher Intelligence Quotients						
Economic Back			Number Participations				Economic Back			Number Participations			
No.	Sex	ground	C.A.	M.A.	I.Q.		No.	Sex	ground	C.A.	M.A.	I.Q.	
181	F	L	8-8	7-11	91	81	248	F	L	8-8	10-1	116	33
188	F	L	9-6	8-3	87	58	208	F	L	9-6	10-6	111	6
206	F	L	8-9	8-2	93	5	207	F	L	8-9	10-2	116	2
220	F	L	8-7	7-11	92	10	212	F	L	8-7	9-9	114	19
186	F	L	9-3	8-6	92	49	214	F	L	9-3	11-0	119	18
180	F	L	9-3	7-5	80	70	209	F	L	9-3	9-4	101	89
242	F	L	9-2	8-4	91	34	183	F	L	8-11	9-11	111	32
190	F	L	10-5	9-8	93	69	218	F	L	10-8	13-8	128	41
243	F	L	9-11	8-6	86	61	184	F	L	9-7	10-4	108	39
185	F	L	9-5	8-1	86	14	241	F	L	9-9	11-4	116	59
Average C.A. 9-4							Average C.A. 9-4						
Average M.A. 8-3							Average M.A. 9-6						
Average number of participations 45							Average number of participations 34						

The average C.A. for the group of ten fourth grade girls of a lower economic background with normal and below normal intelligence quotients is nine years, four months (9-4) and the average M.A. for the same group is eight years, three months (8-3) with the number of participations averaging forty-five.

The average C.A. for the group of ten fourth grade girls of a lower economic background with normal and above normal intelligence quotients is nine years, four months (9-4) and the average M.A. for the same group is nine years, six months (9-6) with the number of participations averaging thirty-four.

The average chronological ages were the same for both groups. The difference in the number of participations was greater here than in the other economic and sex groups, being in favor of the below normal group, but still not large enough to be significant.

TABLE IX

ANALYSIS OF PARTICIPATION, ACCORDING TO SEX, ECONOMIC BACKGROUND AND AGE
 20 FOURTH GRADE GIRLS OF LOWER ECONOMIC BACKGROUND

No. Sex group	C.A.	M.A.	I.Q. quotient	Number Participated	No. Sex group	C.A.	M.A.	I.Q. quotient	Number Participated
181	F	L	8-8	7-11	81	F	8-8	10-1	116
182	F	L	8-8	8-3	88	F	8-8	10-8	111
202	F	L	8-8	8-3	93	F	8-8	10-8	116
220	F	L	8-7	7-11	92	F	8-7	9-8	114
184	F	L	8-8	8-8	93	F	8-8	11-0	119
180	F	L	8-3	7-3	80	F	8-3	9-4	101
242	F	L	8-8	8-4	91	F	8-11	9-11	111
189	F	L	10-8	9-8	93	F	10-8	13-8	120
243	F	L	8-11	8-3	88	F	9-7	10-4	108
185	F	L	8-5	8-1	88	F	8-8	11-4	118
Average C.A. 8-4									
Average M.A. 8-3									
Average number of participations 48									
Average number of participations 34									

The average C.A. for the group of ten fourth grade girls of a lower economic background with normal and below normal intelligence quotient is nine years, four months (9-4) and the average M.A. for the same group is eight years, three months (8-3) with the number of participations averaging forty-five.

The average C.A. for the group of ten fourth grade girls of a lower economic background with normal and above normal intelligence quotient is nine years, four months (9-4) and the average M.A. for the same group is nine years, six months (9-6) with the number of participations averaging fifty-four.

The average chronological ages were the same for both groups. The difference in the number of participations was greater here than in the other economic and sex groups, being in favor of the below normal group, but still not large enough to be significant.

SUMMARY, CONCLUSIONS, EVALUATION AND LIMITATIONS

SUMMARY

This thesis has presented the teacher's beliefs of discovering fourth

grade pupils' interests by means of an Interest Inventory. The study was

limited itself with this purpose, first, a description of the pupils and

secondly, the results of the study. The results of the study are presented in

the following chapters: first, the Interest Inventory; second, the

data collected from the study; third, the summary chapter with the conclusions,

evaluation and limitations. The bibliography is classified under the

following headings: books, periodical literature and proceedings of

conferences.

The appendix contains the sample of Interest Inventory Form and

all the data of interest which is preparing the Interest Inventory, Interest
Inventory Number One.

CONCLUSIONS

The conclusions given here are general and specific. The general

conclusions are those which come directly from the research of children's

interests, pertinent to the study. The specific conclusions are those

which are drawn by the student from her study.

General Conclusions:

1. Teachers should know the interests of their pupils.

2. The results of discovering interests should not be too high-

regarded.

CHAPTER V

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SUMMARY, CONCLUSIONS, EVALUATION AND LIMITATIONS

SUMMARY

This thesis has presented one teacher's method of discovering fourth grade pupil interest by means of the interest inventory. The study has divided itself into five sections: first, a discussion of the purpose and significance of the study; second, a review of the research on children's interests; third, the presentation of the interest inventory; fourth, the data collected from it; and fifth, the summary chapter with the conclusions, evaluation and limitations. The bibliography is classified under the following headings: books, periodical literature and publications of learned organizations.

The appendix contains the sample of Interest Inventory Number One and the list of sources used in preparing the revised inventory, Interest Inventory Number Two.

CONCLUSIONS

The conclusions given here are general and specific. The general conclusions are those which come directly from the research on children's interests, pertinent to the study. The specific conclusions are those which are drawn by the student from her study.

General Conclusions:

1. Teachers should know the interests of their pupils.
2. The method of discovering interests should not be too time-consuming.

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The following information is being furnished to you for your information only. It is not to be distributed outside your organization. The information is being furnished to you for your information only. It is not to be distributed outside your organization. The information is being furnished to you for your information only. It is not to be distributed outside your organization.

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3. Many of the children's interests are of a poor quality and are few in number because the children have no knowledge of better ones.

4. Teachers must remember that many interests are often only temporary. Therefore, analyses of interests of young children are not too reliable.

5. Each person should develop a hobby in order to enjoy his leisure hours more fully.

6. Interest may be an indicator of possible achievement.

7. Discovering interest may have value in vocational guidance and in giving assignments suited to individual interests.

8. The number and kind of play activities a child has may give a picture of the child's sociability.

9. In schools of contrasting environments, the similarities of the play activities are more conspicuous than their differences.

10. Environment seems to have an effect on the after school activities of the children.

11. The types of play vary with environment.

12. Sex differences in all kinds of sports have perhaps been reduced by the effect of environment and training.

13. There is a significant relationship between the socio-economic rating of the home and the reading material found there.

14. Interest varies with the degree of intelligence.

15. Group differences in interest, considered in relation to intelligence, sex, race and grade are unimportant in comparison with person to person differences.

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13. There is a significant relationship between the socio-economic rating of the home and the reading level of the child.
14. Interest varies with the degree of intelligence.
15. Group differences in interest, considered in relation to intelligence, sex, race and grade are important in comparison with persons of person differences.

16. Groups with widely varying intelligence quotients appear to differ in the kind of play activities in which they participate but not in the number of activities. Individual differences, however, are significant.

17. Reading books are best liked by gifted boys and girls.

18. Gifted children tend to avoid certain kinds of active, physical play.

19. The kind or amount of play in which a person will participate cannot be predicted from a person's intelligence. The reverse is also true.

20. Children of very superior intelligence have a greater variety of hobbies than children of inferior intelligence.

21. A child without any hobby is very often apt to be a girl or boy of lower than average intelligence.

22. Play activities have the shortest grade spans, very often reaching their highest participation by grade four.

Specific Conclusions:

1. Outdoor play is the most popular activity for both boys and girls in the fourth grade and running is the favorite form of outdoor play.

2. Swimming is the most popular sport for both boys and girls of fourth grade. It shows its greatest popularity in the higher and lower economic groups.

3. After school and home activities are most popular with the girls. Perhaps this is because of necessity, rather than choice, as many of the items listed are chores. The same grouping occupies second place with the boys.

4. Reading, as a whole, is third in popularity with the boys and

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- 2. Swimming is the most popular sport for both boys and girls of fourth grade. It shows the greatest popularity in the higher and lower economic groups.
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- 4. Reading, as a whole, is third in popularity with the boys and

fourth with the girls. Reading the funnies has the third highest per cent of participation by both boys and girls. This item is also high on the list of favored reading by both boys and girls in all three economic groups. The reading of jokes is included in the twenty most popular activities of the average economic group of boys. Newspapers are read by the lower economic group of boys. Over half of the girls in the higher economic group read newspapers and magazines. Less than half of the girls read newspapers in the lower economic group.

5. Listening activities are next in popularity to reading, especially listening to the radio which is the most popular activity of fourth grade boys. The greatest per cent of participation is in the average economic group with the lower economic group almost as high.

6. There appears to be a lack of interest in hobbies and community activities. Drawing is the one hobby which is popular with both boys and girls in all three economic groups. Other hobbies should be encouraged. Not very many fourth grade boys and girls belong to such community organizations as the Cubs and Brownies.

7. Going to Sunday School has the highest per cent of participation by fourth grade girls of any activity on the list and has top ranking in all three economic groups. It is second in popularity with fourth grade boys in general. The greatest per cents of participation by boys are to be found in the average and lower economic groups.

8. There does not seem to be any significant difference between the most popular activity of the eighteen group activities, participated in by the boys of all three economic groups and the most popular activity of the

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8. There does not seem to be any significant difference between the most popular activity of the eighth grade activities, participated in by the boys of all three economic groups and the most popular activity of the

eighteen group activities, participated in by the girls of the three economic groups.

9. Card games are listed in the higher and average economic groups. Imitation of adult forms of behavior perhaps accounts for this. The term 'card games' is very broad, however, and may include even card games of a religious nature. Perhaps it was too ambiguous a term to be used, if a distinction is required.

10. The least popular activities of fourth grade boys and girls, regardless of economic grouping, as judged by participation are as follows: the making of mud pies; playing fire engine; quoits; riding in a soap box; riding in an airplane; riding a pony; throwing stones; playing nurse; collecting paper dolls; knitting; playing with dolls and paper dolls; playing school; playing Sunday School; playing house; hunting; boxing; catching snakes; collecting insects; archery and canoeing. Probably such items as riding in an airplane; riding a pony; the game of quoits; archery and canoeing are not popular because of economic reasons and because fourth grade children are not ready to participate in them.

11. There is no significant difference between participation and preference in any of the activities and interests of the three economic groups.

As for reading, boys of the higher economic background group prefer adventure and sea stories, in addition to the reading of funnies. In the lower economic group the boys prefer adventure and fairy stories. Card games are preferred only by the boys of the higher economic group. It is interesting to note that going to Sunday School is not preferred by any boys of any group.

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riding in an airplane; riding a pony; driving a car; playing chess; col-

lecting paper dolls; collecting; playing with dolls and paper dolls; playing

school; playing Sunday school; playing house; painting; boxing; collecting

crayons; collecting insects; money and stamps. Probably such items as

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Only girls of the higher economic group prefer card games.

Sunday School is preferred only by the average and lower economic groups of girls. Fairy stories and magazine reading are preferred by the girls of the higher economic group, in addition to the reading of funnies. The reading of fairy stories is also preferred by many average and lower economic background groups of girls.

12. The differences between participation and preference of the twenty least popular activities were a little higher, probably due to economic reasons.

13. Group differences in interest with respect to intelligence, sex, economic background and age appear to be unimportant. The differences are significant only in person to person comparisons.

EVALUATION AND LIMITATIONS

If this study is of no other value, it has at least given the student a better understanding of fourth grade interests and activities. The study has furthermore impressed upon the student the fact that each boy and girl is a separate individual, who has likes and dislikes. The interests of many children are not as worthwhile as they might be and are often very meager. Quality of interest, however, is more important in the student's opinion, than quantity.

Two implications, then, for any school to follow are stated by Hockett¹ who said that the major duty of the school is to surround children with the kinds of influences that lead to the development of certain

¹John A. Hockett, "Children's Interests and the Educational Program," Children's Interests - Elementary School Level. Twelfth Yearbook of the California Elementary School Principals' Association, 12:4, May, 1940.

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interests rather than others and to make sure that the organization and operation of the school actually does foster and strengthen the kinds of interests that the school believes in.

It is interesting to add to this statement Melbo's¹ conclusion, that the school must focus its attention to the culture patterns of the group as well as to the individual if it is to understand the nature and functioning of interests.

Rothney² stated that no satisfactory criteria have been developed by which the selection of interest inventory items may be made. Because of this, the student probably used too many items and yet too many of the items could not be left out in order to have as wide a range of interests as possible. Further revision and experimentation with the interest inventory would help.

It must be remembered that Witty³ said that there probably are discrepancies between the actual performance of an interest and the child's report of it. The student has no way of knowing this either.

¹Irving R. Melbo, "A Review of the Literature on Children's Interests," Children's Interests - Elementary School Level. Twelfth Yearbook of the California Elementary School Principals' Association, 12:22, May, 1940.

²J. W. M. Rothney, "Interests of Public Secondary-School Boys," The Journal of Education, 28:565, November, 1937.

³Paul Witty, "Some Recent Research in Child Development," Childhood Education, 19: 399, May, 1943.

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¹Living R. Helbo, "A Review of the Literature on Children's Interests," Children's Interests - Elementary School Level, Twelfth Yearbook of the California Elementary School Principals' Association, 1952, May, 1950.

²J. W. R. Botney, "Interests of Public Secondary-School Boys," The Journal of Education, 88:558, November, 1937.

³Paul Willy, "Some Recent Research in Child Development," Childhood Education, 19:298, May, 1944.

Abt, Mendenhall and Partridge¹ concluded from a survey of interests which they conducted among the Scouts and non-Scouts of New York City that the simple questionnaire method of measuring adolescent interests is weak.

They² continued by saying, "It is our plan to relate adolescent boy interests to actual life situations, which boys may reasonably encounter, by means of short, well-written paragraphs in story form, describing various adolescent activities and relationships."

This perhaps could apply to the interest inventory presented in this study.

The Research Committee³ of the National Vocational Guidance Association has asked the following question which is thought provoking and which the student will not attempt to solve: "Why not study the nature, direction, and power of a boy's interests, not by asking him whether he likes or dislikes aviation but by determining his actual behavior when face to face with authentic alternative opportunities under controlled conditions?"

¹Lawrence E. Abt, Paul Mendenhall, and E. D. Partridge, "The Interests of Scouts and Non-Scouts," The Journal of Educational Sociology, 14:178, November, 1940.

²Ibid., p. 182.

³"The Outlook in the Measurement of Interests," The Personnel Journal, 9:176, August, 1930.

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¹Lawrence E. Abt, Paul Gendernall, and R. D. Partridge, "The Interests of Scouts and Non-Scouts," The Journal of Educational Psychology, 34:176, November, 1940.

²Ibid., p. 183.

³"The Outlook in the Measurement of Interests," The Personnel Journal, 3:176, August, 1933.

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ALPHABET

APPENDIX A. INTEREST INVENTORY, NUMBER ONE

CHILDREN'S INTERESTSTAKE PART ININTEREST IN

	At least once Daily	a week	In Season	At least once a month	Never	L	I	D
Going to bed								
Sneaking into places where admission is charged								
Washing dishes								
Earning money								
Collecting charms								
Card games								
Listening to news								
Boxing								
Taking a bath								
Campfire girls								
Bowling								
Sailing								
Weaving								
Reading short stories								
Playing in an orchestra								
Statuary								
Reading sea stories								
Like to help								
Crocheting								
Keeping pets like fish, pigeons, dogs, cats								
Movies								
Running								
Imaginary playmates								
Drawing								
Reading the funnies								
Playing with toys								
Riding a soap box								
Climbing trees								
Iron								
Listening to church services on the radio								
Pull weeds								
Visiting public buildings								
Ping-pong								
Eating								
Celebrating holidays								
Jumping rope								

CHILDREN'S INTERESTS
 TAKE PART IN
 INTEREST IN

At least
 once
 in
 once
 at least
 I
 I
 I

Going to bed
 Sneaking into places
 where admission is
 charged
 Washing dishes
 Earning money
 Collecting stamps
 Card games
 Listening to news
 Looking
 Taking a bath
 Campfire girls
 Bowling
 Selling
 Weaving
 Reading short stories
 Playing in an
 orchestra
 Statuary
 Reading sea stories
 Like to help
 Crocheting
 Keeping pets like
 fish, pigeons,
 dogs, cats
 Movies
 Hunting
 Imaginary playmates
 Drawing
 Reading the funnies
 Playing with toys
 Hiding a soap box
 Climbing trees
 Iron
 Listening to church
 services on the
 radio
 Pull weeds
 Visiting friends
 Building
 Ping-pong
 Eating
 Celebrating holidays
 Tugging rope

CHILDREN'S INTERESTS (cont.) TAKE PART IN INTEREST IN

	At least once Daily	At least once a week	In Season	At least once a month	Never	L	I	D
Taking afternoon naps								
Cleaning teeth								
Feed chickens								
Writing stories								
Doing crossword puzzles								
Studying the stars								
Making science experiments								
Playing the piano								
Help father								
Canoeing								
Go after washing								
Collecting stamps								
Reading jokes								
Taking care of baby								
Playing make-believe games								
Listening to concerts								
Borrowing and lending money								
Tennis								
Hiking								
Helping in school								
Catching snakes								
Studying								
Bumming rides								
Camping								
Listening to the radio								
Club parties								
Riding in a car								
Arranging furniture								
Writing poems								
Going to church or synagogue								
Playing musical instruments								
Soccer								
Visiting a fire station								
Cub scouts								
Draw								

INTEREST IN

TAKE PAID IN

CHILDREN'S INTERESTS (cont.)

At least At least
once in once
Daily a week Season a month Never I D

Taking afternoon naps
 Cleaning teeth
 Feed children
 Writing stories
 Doing crosswords
 Puzzles
 Studying the stars
 Making schemes
 experiments
 playing the piano
 Help father
 Canning
 Go after washing
 Collecting stamps
 Reading books
 Taking care of baby
 Playing make-believe
 Games
 Listening to concerts
 Borrowing and lending
 money
 Tennis
 Hiding
 Helping in school
 Gathering snails
 Studying
 Running rides
 Canning
 Listening to the
 radio
 Club parties
 Riding in a car
 Arranging furniture
 Writing poems
 Going to church or
 synagogue
 Playing musical
 instruments
 Soccer
 Visiting a fire
 station
 Gun shoots
 Draw

CHILDREN'S INTERESTS (cont.) TAKE PART IN INTEREST IN

	At least once	In Season	At least once a month	Never	L	I	D
Be a leader							
Reading magazines							
Listening to weather broadcasts							
Taking part in plays							
Playing with pet kittens							
Collecting autographs							
Reading myths							
Spinning tops							
Washing hands and face							
Basketball							
Baseball							
Visiting museums							
Croquet							
Coasting with sled							
School parties							
Collecting knickknacks							
Cutting paper things with scissors							
Just imagining things							
Swimming							
Taking care of brothers and sisters							
Metalwork							
Caring for pets							
Peel potatoes							
Fighting with others and gang							
Doing stunts							
Reading newspapers							
Hop, skip and jump							
Clean house							
Hang up clothes							
Hearing and watching birds							
Raiding the ice box							
Going to school							
Playing Indians							
Collecting coins							
Offering to recite							
Reading books about scientists							

INTEREST IN

TAKE PART IN

CHILDREN'S INTERESTS (cont.)

Be a leader	At least	At least
Reading magazines	once	once
Listening to weather	once	once
Prose	once	once
Taking part in plays	once	once
Playing with pet	once	once
History	once	once
Collecting autographs	once	once
Reading myths	once	once
Spinning tops	once	once
Reading books and facts	once	once
Baseball	once	once
Baseball	once	once
Visiting museum	once	once
Cricket	once	once
Working with clay	once	once
School parties	once	once
Collecting insects	once	once
Crushing paper things	once	once
With scissors	once	once
Just imagining things	once	once
Clay	once	once
Taking care of plants	once	once
and sisters	once	once
Waterwork	once	once
Caring for pets	once	once
Feeding potatoes	once	once
Playing with others	once	once
and toys	once	once
Doing stunts	once	once
Reading newspapers	once	once
Pop, skip and jump	once	once
Clean house	once	once
Hang up clothes	once	once
Reading and watching	once	once
birds	once	once
Reading the ice box	once	once
Going to school	once	once
Playing Indians	once	once
Collecting coins	once	once
Writing to friends	once	once
Reading books about	once	once
scientists	once	once

CHILDREN'S INTERESTS (cont.) TAKE PART IN INTEREST IN

	At least once Daily	At least once a week	In Season	At least once a month	Never	L	I	D
Recognizing flowers								
Reading nature stories								
Cardboard construction								
Wrestling								
Throwing stones								
Just playing catch								
Cut wood								
Reciting in class								
Making a scrapbook								
Reading the Bible								
Arranging a bulletin board								
Taking pictures								
Listening to comedians								
Golf								
Movie star pictures								
Watching wild animals								
Looking at boats and boat models								
Riding a bicycle								
Collecting pennies								
Hopscotch								
Listening to murder stories								
Track								
Going to prayer meeting								
Basketry								
Going to an assembly								
Making a garden								
Riding a horse								
Pussy wants a corner								
Girl scouts								
Cops and robbers								
Hide and seek								
Knowing the name of any auto on the road								
Hockey								
Go after milk								
Monopoly								
Going shopping								
Mending								

CHILDREN'S INTERESTS (cont.) TAKE PART IN INTEREST IN

	At least once Daily	At least In a week	At least once Season	Never	L	I	D
Pool							
Building a dam							
Shooting a gun							
Pick greens							
Visiting historical places (battlefields, monuments)							
Chess							
Sweep floor							
Carrying in fuel							
Use electric sweeper							
Watching men like painters and car- penters at work							
Put away playthings							
Rowing							
Reading biography							
Belonging to a team							
Discussing things							
Pack lunch							
Night work							
Riding a pony							
Reading fairy stories							
Reading adventure stories							
Playing with bows and arrows							
Listening to mystery stories							
Reading travel stories							
Listening to reports of sporting events							
Fishing							
Reading mystery stories							
Mow golf course							
Flying kites							
Visiting the beach							
Going on picnics							
Making or using a wire- less or other elec- trical apparatus							
Dressing in older folk's clothing							

CHILDREN'S INTERESTS (cont.) TAKE PART IN INTEREST IN

	At least once Daily	At least In a week	At least once Season	At least once a month	Never	L	I	D
Collecting shells								
Snowball fights								
Work in people's houses								
Quoits								
Riding a wagon								
Railroads								
Old witch-playing								
Dust								
Making wooden things like dog houses								
Do odd jobs								
Rolling a hoop								
Sleeping late								
Paper dolls								
Collecting dolls								
Using or making maps								
Collecting house pictures								
Playing school								
Playing with animals								
Making talks								
Walking on stilts								
Drop the handkerchief								
Football								
Playing in sand, snow								
Taking tests								
Have paper route								
Playing fire engine (hook and ladder)								
Clean bedroom								
Playing cowboy								
G-Men								
Class parties								
Cooking								
Checkers								
Visiting friends								
Clean yard								
Dancing								
Collecting flowers								
Hunting								
Boy scouts								
Setting table								

INTEREST INCHILDREN'S INTERESTS (cont.)

	At least once	In once	At least once
	Daily a week	Season a month	Never
	I	I	I
Getting table			
Boy scouts			
Hunting			
Collecting flowers			
Dancing			
Glean yard			
Visiting friends			
Cheerful			
Cooking			
Class parties			
G-don			
Playing cowboy			
Class bedroom			
(book and ladder)			
Playing fire engine			
Have paper route			
Taking tests			
Playing in sand, snow			
Football			
Drop the handkerchief			
Walking on stilts			
Walking tails			
Playing with animals			
Playing school			
Picture			
Collecting bones			
Using or making maps			
Collecting dolls			
Paper dolls			
Rising late			
Rolling a hoop			
No odd jobs			
Like dog houses			
Making wooden things			
Dust			
Old witch-giving			
Railroads			
Riding a wagon			
Quails			
houses			
Work in people's			
Snowball fights			
Collecting shells			

CHILDREN'S INTERESTS (cont.) TAKE PART IN INTEREST IN

	At least once Daily	At least In a week	At least once Season	At least once a month	Never	L	I	D
Wash clothes								
Singing games								
Operettas								
Jigsaw puzzles								
Going to Sunday School								
Skating								
Riding in an airplane								
Repairing mechanical things								
Raising flowers and plants								
Making an aquarium								
Tag								
Jacks								
Building or watching bonfires								
Solving puzzles								
Playing nurse								
Listening to stories								
Collecting stones								
Arranging flowers								
Visiting flower shows, food, poultry, auto shows								
Painting								
Teasing girls, scaring annoying								
Knowing about trees								
Buying presents for others								
Watching insects								
Playing in a band								
Reading poems								
Reading fanciful tales								
Helping mother								
Getting up								
Chores								
Raise rabbits								
Work at grocery store								
Skiing								
Sewing								
Printing								
Using a hammer, saw, nails, etc. for fun								

CHILDREN'S INTERESTS (cont.) TAKE PART IN INTEREST IN

	At least once Daily	At least In a week	At least once Season	at least a month	Never	L	I	D
Roller-skating								
Coasting with wagon								
Reading history								
Knitting								
Carve								
Chemistry								
Marbles								
Handball								
Acrobatics								
Playing Sunday School								
Collecting match folders								
Going to the zoo								
Making up riddles								
Collecting insects								
Reading plays								
Making beds								
Carry out fuel								
Making airplanes								
Mud pies								
Playing with pet dog								
Dominoes								
Listening to music								
Singing								
Modeling with clay etc.								
Making puppets								
Playing around the streets at night								
Walking to places like school with a gang								
Pinching little things like apples, candy								
Reading about explorers								
Run errands								
Mow grass								
Reading stories about real life								
Bridges								
Signaling								
Old maid								
Playing with an indoor ball								
Playing store								

CHILDREN'S INTERESTS (cont.) TAKE PART IN INTEREST IN

	At least once Daily	At least In a week	At least once Season	At least once a month	Never	L	I	D
Bingo								
Playing house								
Playing with dolls								
Accepting a dare								
Singing in a choir								
Choosing your clothes								
Dreaming about future life work								
Animal stories								
Reading about people in other countries								
Horseshoes								
Archery								
Window shopping								
Watching airplane manuevers								
Making candy								

INTEREST INTAKE PART INCHILDREN'S INTERESTS (cont.)

At least		At least	
once	in	once	At least
D	I	I	D

Biting
 Playing house
 Playing with dolls
 Adopting a name
 Singing in a choir
 Choosing your clothes
 Dreaming about future
 life work
 Animal stories
 Reading about people
 in other countries
 Horsemanship
 Archery
 Window shopping
 Watching airplane
 maneuvers
 Making candy

APPENDIX B

LIST OF SOURCES FOR INTEREST INVENTORY NUMBER TWO

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